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ABSTRACT

The regional seminar on the evaluation of the Teacher Education Program (TEP) tryout was held at the Regional English Language Center (RELC) in 1968. The seminar's purpose was to determine the usefulness of TEP in preparing teachers of English as a second language in the RELC member countries in Southeast Asia. This document is the seminar report. The first part contains the reports of the TEP Research Supervisor and his research counterparts and the discussion of each. Part II presents discussion and recommendations on possible use of TEP at RELC and in member countries. The texts of certain seminar speeches, working papers and supplementary material are annexed to the report. The TEP course consists of a set of programed textbooks, and also uses audio tapes and movie films. In general, the trainees were able to complete the training exercises correctly, but they did not apply TEP techniques in their teaching. This may be because of fear of supervisors' disapproval, lack of step-by-step demonstrations for class presentation or lack of follow-up teaching supervision. In addition, American pronunciation posed problems for speakers accustomed to British phonology. Proposals were made for revisions. (CHK)

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REGIONAL SEMINAR ON THE
TEACHER EDUCATION PROGRAM TRYOUT
AT THE
SOUTHEAST ASIAN MINISTERS OF EDUCATION COUNCIL (SEAMEC)
REGIONAL ENGLISH LANGUAGE CENTRE, SINGAPORE
FEBRUARY - NOVEMBER 1968

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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Held at the

SEAMEC Regional English Language Centre

Singapore

October 31 - November 2, 1968

REPORT

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C O N T E N T S

Page

Foreword.. v

Introduction.. 1

Part I

A.1. Provisional Report on the Tryout of the Teacher Education Program (TEP) by Donald P. Horst, TEP Research Supervisor.................................. 4

1.1.1 Phase A, January - April............... 6

1.1.2 Phase B, May - August.................. 8

1.1.3 Phase C, September - November.......... 10

1.1.4 Future Activities...................... 13

1.2 Content of TEP, and Revisions made at the RELC....14

1.3 Effectiveness of TEP........................... 15

1.4 Revisions to TEP planned by English Language Services...................................... 18

1.5 Cost of TEP.................................... 21

2. An Outline Description of TEP (Appendix A)............ 26

3. RELC Modifications and Adaptations to TEP (Appendix B)...................................... 32

4. Evaluation of TEP Effectiveness - Summaries of Results (Appendix C)............................ 36

5. A Cost Exercise (Appendix D).......................... 45

Page

6. Personnel needed to operate TEP (Appendix E)......... 48
7. Equipment Malfunctions and Trainee Confusions requiring Monitor Intervention (Appendix F)........ 50
8. Time required to complete TEP Phase A and B (Appendix G).. 53
9. Discussion on Provisional Report..................... 54
10. Discussion on Cost Estimates......................... 61

B.1. Summaries of Reports by Research Counterparts........ 63
   1.1 Indonesia....................................... 63
   1.2 Laos.. 67
   1.3 Malaysia.. 73
   1.4 Philippines..................................... 76
   1.5 Singapore....................................... 81
   1.6 Thailand.. 84
   1.7 Vietnam... 87

2. Summary of Views of Research Counterparts............ 90

C. Full Texts of Reports by Research Counterparts

1. Report by Mrs. Rumbajan Pakasi - Indonesia........... 95
2. Report by Madame Thonglouy Inthavong - Laos.......... 111
3. Report by Abdul Halim bin Haji Abdullah - Malaysia... 117
4. Report by Miss Carolina S. Rionda - Philippines...... 125

Page

5. Report by Loh Peng Yim and Yuen Ngok Onn - Singapore.. 136
6. Report by Suksan Suksomboon - Thailand................ 144
7. Report by Hoang Diem - Vietnam........................ 154

Part II

Possible use of TEP at the SEAMEC Regional English Language Centre and in SEAMEC Member Countries......166
1. Discussion on Possible Use of TEP at RELC......... 168
2. Discussion on Possible Use of TEP in Member Countries.. 172
3. Recommendations.................................. 175

Part III

A. Annexes
1. Suggested Areas for Inclusion in the Report on TEP by Research Counterparts.................... 176
2. Suggested Guidelines for Discussion on the Second Day, 1 November 1968...................... 181
3. Welcoming Address by Director, RELC............... 184
4. Remarks on the Teacher Education Program by Director, Asia/Pacific Office, American Institutes for Research......................... 189
5. Concluding Address by Chairman of the Seminar..... 193

Page

6. Time-table 195
7. Provisional Programme 196
8. List of Participants 197
9. RELC Organising Committee 201

B. Communique 202

FOREWORD

The Regional Seminar on the evaluation of the TEP tryout was held at RELC from 31 October to 2 November, 1968. The purpose of the Seminar was to find out the usefulness of TEP in preparing teachers of English as a second language in the member countries of Indonesia, Laos, Malaysia, Philippines, Singapore, Thailand, and Vietnam. This document is a report on the Seminar. The first part consists of the report of the TEP Research Supervisor and his Research Counterparts, including the discussion on each. For background material on the discussion, the report starts with the text of the Supervisor's report followed by the discussion on it. The discussions on the Counterparts' reports are preceded by their outlines or summaries and followed by the texts. Part II presents the discussion and recommendations on the possible use of TEP at RELC and in member countries. Annexed to the report are the texts of the remarks made by the RELC Director, the representative from AIR and the Chairman of the Seminar as well as working papers and other supplementary material related to the Seminar.

* * *

PART I

* * *

INTRODUCTION

The Teacher Education Program (TEP) was developed in the US by English Language Services (ELS) under contract with A.I.D. Its objective is to train people who already know English to become effective teachers of English; and its unique feature is that it is entirely self-instructional, so that a master teacher need not be present while trainees go through the course. Intended primarily (though not exclusively) for use in countries where English is not the native language, TEP will be used most frequently for the training of non-native speakers of English who will be expected after completing the course to be able to teach English to students in their own countries who can speak only a little English or no English at all.

So that the course will be applicable to many different situations, it does not specify the syllabus or the textbook that the trainee should use in teaching his classes. Rather, the focus is on basic techniques that he should be able to apply irrespective of the particular text or syllabus his future teaching jobs may require. Whatever his assignment, and whoever his students, he is to perform as effectively as if he had been prepared for teaching in the traditional way.

In going through TEP, the trainee works at a specially-designed console that contains a built-in tape recorder and film projector. His text is a series of five Workbooks that give him detailed step-by-step instructions. In accordance with these instructions, he reads lessons, listens to tapes, watches (and interacts with) films, does practice exercises, takes tests — all at his own pace without professional supervision. At the end of the course, which is estimated to take about 200 hours, he is to be ready to teach.

An initial version of TEP was completed on 31 May 1965, and tried out for "de-bugging" purposes in the ELS Washington Office on a sample of seven trainees. This sample included three native and four non-native speakers of English, who all had an excellent command of the language (e.g., a median score at the 90th percentile on the Lado Test), and who were in this respect a-typical of the overseas groups for which TEP is intended. But for a first dry run, they were entirely adequate, and the results of the tryout suggested a variety of needed modifications.

The changes indicated by this tryout were made, and a revised version was published in November 1966 by Washington Educational Research Associates (WERA), the successor to ELS. New features included a completely redesigned console — a fiber glass shell that "enwraps" the trainee to minimize interference when consoles are installed in close proximity to each other — and a reorganization of the printed materials to make a greater proportion of them reusable, as well as numerous specific changes in text and procedures. The result was an improved system suitable for use in the field tryouts that were soon to be undertaken.

The original A.I.D. plan for the conduct of these field tryouts was to fund concurrent studies in four developing countries to be selected, one each, from the four major geographical regions. But, before this plan could be implemented, an opportunity arose for doing the Africa phase as part of an ongoing English language project in Nigeria that was being carried out by Southern Illinois University with funds provided by the Ford Foundation. The Foundation agreed to augment the SIU grant to make possible this additional component and A.I.D. agreed to release the TEP materials to SIU for experimental use; and the Nigeria tryout was begun on 28 November 1966 with an initial sample of six trainees. After further revision, a second group of six trainees began TEP in September 1967. In the meantime, A.I.D. approved a proposal by the American Institutes for Research (AIR) to coordinate tryouts in three additional countries. The SEAMEC Regional English Language Centre agreed to host one of these tryouts. Other tryouts were arranged in India and Venezuela.

The RELC tryout was the first of the three to begin. The TEP equipment and AIR technician arrived in Singapore in January 1968. The first six trainees began TEP in February, and completion of the tryout is scheduled for December 1968. The India and Venezuela tryouts will conclude in early 1969.

A.1 PROVISIONAL REPORT ON THE TRYOUT OF THE TEACHER EDUCATION PROGRAM (TEP) AT THE REGIONAL ENGLISH LANGUAGE CENTRE

Donald P. Horst
TEP Research Supervisor

The purpose of the TEP research program at the RELC has been to try TEP in a South East Asian setting, to modify and adapt the course to make it as effective as possible, and then to look at the course and decide on how it can be utilized. The evaluation and modification of TEP is nearly complete. Our purpose here is to make recommendations on its use.

The basic question we would like to answer is: If teachers are given TEP will their students learn English more effectively? Of course, it is not that simple. We would have to ask: Which Teachers? TEP instead of what? Will the students be better than what? At which skills? Listening? Speaking? Reading? Writing?

In any case these questions are academic. Evaluating student performance as a function of teacher training methods would be a task far beyond the scope of the RELC tryout. Instead, today, we will try to answer some more manageable questions. Hopefully, the answers will let us make some good estimates of the answers that we would really like to have.

The questions that the research counterparts and I will consider in the sessions today are:

1. What topics are taught in TEP?
2. Do trainees learn the material in TEP?
3. What does TEP cost?
4. What practical problems does the TEP course present in the areas of:
    a) Content
    b) Presentation of TEP topics
    c) Equipment
    d) Administration of TEP (personnel required, time and space required etc.)

However, before considering these questions in detail, let me describe the tryout to you in some detail.

The tryout has been broken into three phases, each phase about four months long. Phase A began in January of this year. We are now in the middle of Phase C. Phase A was designated the Feasibility Check. Nothing like TEP had ever been tried in Southeast Asia. TEP had never been tried in any place comparable to Southeast Asia. No one knew what would happen. The objective of Phase A was to find out. Phase B was devoted to implementing changes suggested by the Phase A observations, and to a preliminary evaluation of the effectiveness of TEP. Phase C is a controlled evaluation of TEP after modification, and only a few minor changes are being made during Phase C.

Each phase was scheduled to correspond to one Singapore school term. Six trainees have taken TEP each phase. Except for one Phase B trainee, all have been experienced Singapore primary school teachers posted to the Centre by the Ministry of Education.

1.1.1 Phase A, January - April

The first part of Phase A was spent in preliminary arrangements: finding and renovating this building, installing the TEP equipment, and arranging for personnel. Mr Loh and Mr Yuen, Singapore research counterparts, joined the project at this time.

The six Phase A trainees were chosen to represent English and non-English medium teachers with a variety of training backgrounds. They began the course on 6 February. This gave them only ten weeks to complete the course before the school holidays. They worked four hours a day (2 hours on Saturday) with no other teaching duties, but even the fastest ones were hard pressed to finish the course. Most had to work some extra hours. Phase B and C trainees have been alloted twelve weeks to finish the course, and this has proven more satisfactory. I will return to the subject of timing later.

Three types of evaluation were used during Phase A. First, a test covering pronunciation, grammar, and usage was given before and after taking TEP. This pre- and post-test instrument was not intended to give a comprehensive evaluation of TEP, but rather to provide a simple check of the effect of the course on the trainee's own English.

The second type of evaluation consisted of hourly observations of the trainees by the research staff (Mr Loh, Mr Yuen, and myself). Each trainee was observed for about five minutes out of each hour. A form was filled out during each observation summarizing what the trainee did, with special emphasis on any difficulties experienced by the trainee with either content or equipment.

The third type of evaluation was provided by the trainees. They were assigned the responsibility for identifying inappropriate or difficult sections of the course, as well as simple typographical errors. Each trainee comment or suggestion was recorded on a special form. In addition, informal discussions were held with the trainees from time to time to elicit comments on specific sections of the course. At the end of the course trainees were interviewed individually to learn their opinions and impressions.

One of the objectives of the tryout has been to see whether TEP can be considered completely self-instructional, or whether some help from an instructor is necessary. This was explained to the trainees when they began the course, and they were encouraged not to ask questions unless they were completely unable to continue. In all of the processes of observing the trainees and recording their comments every effort was made to avoid interfering with their progress or influencing their work.

Toward the end of Phase A a seminar was held at the Centre to discuss educational problems in SEAMEC countries, and to acquaint the delegates with TEP. Many of you participated in that seminar. The research staff and trainees prepared and presented a one-hour demonstration of TEP. There appeared to be a considerable amount of interest in TEP, and many questions were raised.

By the end of Phase A the research staff had identified a variety of places where TEP could be improved for Southeast Asian use. Two consultants, Mrs Joyce Manes from English Language Services (developers of TEP), and Dr David Klaus from the American Institutes for Research (AIR) worked at the Centre for the last two weeks in April, advising on the preparation of additions and modifications to the course. After the consultants returned to the United States, the research staff continued to work full time on the revisions until 13 May when the Phase B trainees began the course.

1.1.2 Phase B, May - August

For Phase B the research staff was joined by two visiting research counterparts: Enche Abdul Halim from Malaysia, and Miss Carolina Rionda from the Philippines. Madam Thonglouy

7

Inthavong from Laos also came to the Centre to participate in the tryout as a trainee. The other five trainees were Singapore teachers from English medium primary schools. They represented the only class of primary school teachers in Singapore who have not had an opportunity to take special TESOL courses.

Throughout Phase B the research staff continued their work on the revisions begun at the end of Phase A, always trying to stay one step ahead of the trainees. The visiting counterparts spent much of the first month in learning about TEP, then joined the Centre staff in working on additions and modifications.

Evaluation of the effectiveness of TEP proceeded concurrently with the work on modification. Evaluation procedures included the pre- and post-testing, observation, and trainee reports used in Phase A. In addition, a series of Progress Check tests was introduced to determine how well trainees learned each section of the course, and to identify areas that required still further modification.

The Progress Checks were developed by AIR specifically for use in the TEP tryout. They consist of twenty short tests (ten to fifteen minutes) administered at intervals of ten to fifteen working hours throughout TEP. There is also a final test taken at the end of the course. Labels have been inserted into the programmed texts at the appropriate points instructing trainees to report to a member of the research staff for a Progress Check. Since trainees work at their own pace and arrive at check points at different times the checks are administered individually.

Progress Checks are not intended as test of teaching ability. As the name implies they were designed only to check on how well the trainees master the TEP lesson materials. For this reason the test items are taken directly from TEP exercises. Trainees are not asked to do anything new, merely to demonstrate that they can repeat behavior that they have supposedly already mastered. When several trainees fail to answer the same Progress Check item correctly, it is assumed that there is some weakness in teaching that item.

Phase B trainees finished TEP about the first week in August. The three weeks before the start of the next phase were spent in compiling results, writing reports, and finishing work on modifications and revisions.

1.1.3 Phase C, September - November

Phase C trainees began work on 26 August, and are expected to finish in late November. For the final evaluation we wanted six teachers with similar backgrounds who actually teach English as a second language, and who have had no TESOL training. The teachers selected were Singapore Primary One teachers from English medium schools.

The research staff for Phase C consists of the Centre staff plus three visiting counterparts: Mrs Rumbajan Pakasi from Indonesia, Mr Suksan Suksomboon from Thailand, and Mr Hoang Diem from Vietnam. Because of the timing of this seminar the visiting counterparts have had to familiarize themselves with the complete TEP course, then prepare reports on their recommendations, all in less than two months. This has meant that they have had to write their reports without seeing the trainees complete some sections of the course. To compensate, they have spent most of their time up to now studying and evaluating TEP materials. They have also participated in making hourly observations, learning at the same time the strengths and weakness of the course.

The Centre staff has continued with the functions carried out during Phases A and B. They have also started a new project, the preparation of a four-hour Demonstration of TEP, and a twenty-hour Survey of TEP. These two programs are designed to meet the requests of many educators who have expressed interest in TEP and said that they would like a chance to spend some time examining the course. Both the four-hour Demonstration and the twenty-hour Survey assume that the observer is generally familiar with the topics he will see. If he has no knowledge of phonology or modern approaches to grammar and language teaching, then it is not reasonable to expect him to cover the material of a 250 hour course in four or in twenty hours. However, for someone well informed on these subjects, the Demonstration will give him some feeling for the programmed self-instructional feature of TEP, as well as the general orientation of the content of the course. The longer Survey is intended to give a detailed look at the content of the course.

The other major duties of the Centre staff have been concerned with evaluation. All of the evaluation activities from Phases A and B have been continued in Phase C, but a new pre- and post-test instrument is also being used. This is the Skills Inventory, a twelve hour battery of tests covering a wide range of skills that have been assumed to be correlated with TESOL teaching ability. Like the Progress Checks, the Skills Inventory was developed for use in the TEP tryout, but unlike the Progress Checks, the Skills Inventory is not TEP oriented. The intention has been to produce a test battery that would let us compare TEP with other TESOL courses.

The Skills Inventory is a completely new test. Collection of normative data has just been started in AIR's United States offices. Current use of the Skills Inventory at the RELC is very much in an experimental stage. However, we are hopeful that this test battery will provide us with some very interesting data, not only on the effectiveness of TEP but also at a later date on which of the skills are actually correlated with teaching performance.

Unfortunately the shipment of test materials did not arrive until after Phase C began. All trainees had completed the phonology section of TEP before taking the pre-test. While regretable, this should not affect results from the major portions of the Skills Inventory which deal with teaching skills, not language ability.

1.1.4 Future Activities

This brings us to the present seminar. Our plans for the immediate future will depend in large part on the recommendations of the seminar. Phase C trainees will finish TEP in about four weeks. During that time the research staff will finish the TEP Demonstration and Survey, and begin the final report. Work on the report will be completed in December.

Before asking for questions I must make one final point. The TEP tryout at the RELC has run more smoothly than I would have dared hope ten months ago. The administrative problems that usually beset research projects of this kind have simply not occurred. This has been largely due to the exceptionally good co-operation and support from the Singapore Ministry of Education, the SEAMEC member countries, and the Director and administrative staff of the RELC. I would like to take this opportunity to express my thanks to all of you.

1.2 Content of TEP, and Revisions made at the RELC

Now that I have described the activities of the TEP tryout let me proceed to the questions we are trying to answer today. The first question concerns the content of TEP. I propose to deal with this question very briefly. Most of you have already seen a much more detailed demonstration of TEP than we have time to present at this Seminar. The problem of how well the content matches the needs of each SEAMEC country will be dealt with this afternoon by the seven research counterparts. For now, I only wish to direct your attention to the first two appendices at the end of this report.

Appendix A is an outline description of the TEP content, materials, and equipment. This same outline was distributed at the April RELC Seminar, and has been included in this report for your reference. You will recall that TEP includes three major subjects: English phonology, grammar, and teaching methodology. Testing, AVA, and other subjects are dealt with more briefly. To present these subjects TEP uses a series of programmed texts supplemented by movie films, audio-tapes and written exercises.

Appendix B summarizes the changes that have been made to TEP as part of the RELC tryout. You will see that all of the changes can be classified either as supplements to TEP material, or as changes of an editorial nature. We have not added any major new subjects and we have not rewritten any sections to the extent of changing the general TEP approach.

With that let me leave the question of content until this afternoon, and continue to the second question: How well do trainees learn from TEP?

1.3 Effectiveness of TEP

Appendix C presents the results of our evaluation to date, and I would like to turn to that section now and read it in part.

* * *

To summarize, the Phase A and Phase B trainees were able to complete the exercises correctly, but they have not applied TEP techniques in their teaching. The question is, why? I have no data to answer this question, but I would like to speculate a bit in the interest of starting discussion.

I suspect that one important factor is that TEP is not officially sanctioned by the Singapore education authorities, so there is little reason for trainees to take the course too seriously. On the contrary, trainees were repeatedly told that the RELC tryout was an experiment to evaluate TEP. Singapore teachers have a good idea of what is expected of them in the area of teaching technique, because they are told at the Teachers' Training College, by the school inspectors, and in some cases in special in-service courses. While taking TEP the trainees knew that the Ministry of Education was not going to test them on the material, so there was little compulsion to master it. On their return to the classroom they were understandably reluctant to make sweeping changes to their teaching techniques - changes that might not meet the approval of their principals and inspectors.

There may also be a problem with the overall TEP organization. I suspect this is a major factor in the lack of results. It is a fact that most, if not all, of the nine trainees did not seem to have a grasp of the basic elements of the TEP approach to TESOL. TEP drills trainees on various skills: phonology, grammar, presentation of oral drills, reading drills etc. Then TEP tries to show trainees how to organize their teaching, making use of the skills. TEP does not give demonstrations of complete class periods that show what a teacher should do each day from the time a class period begins until it ends. TEP does not follow the teaching of a set of new sentences from the time they are introduced; it does not show every step, day by day, until the sentences are considered "learned". It is my impression that the step by step demonstration is what the trainees expected and wanted. This is supported by comments of all the teachers to the effect that Phonology and Transformational Grammar were not useful because they are not appropriate subjects for primary school students. Even though the trainees had been told repeatedly by TEP and by the research staff that these sections were for the teacher's benefit, they could not overcome the idea that they were supposed to imitate in their classrooms everything they saw in TEP.

Another frequent comment from the trainees also supports this hypothesis. Most trainees said that TEP phonology is not useful in Singapore because of the American pronunciation. I was quite surprised, since these trainees are very sophisticated in the use of English. Obviously it would be better to use pronunciation that is considered standard in Singapore, but I had expected that the trainees would recognize the differences between British and American speech without finding them a problem. I had thought that the small amount of mental "translation" required could be done without detracting from the general effectiveness of the section. Apparently this was not the case, and trainees found it difficult to make even minor generalizations from the text.

A third problem in generalization has been mentioned by most trainees. TEP shows classes of four adults. The trainees have classes of forty children. The trainees feel that TEP should show them how to deal with the special problems that large classes of children create.

I would like to mention one last factor in the lack of classroom results after TEP. This is the need for supervised teaching in the classroom. When questioned, several teachers said that they felt at a loss with TEP techniques because there was no one to turn to for help or suggestions. If they were not clear about any part of the TEP method by the end of the course, then their only choice was to leave it out of their classroom teaching.

1.4 Revisions to TEP planned by English Language Services

In considering whether or not to adopt TEP, it is clear that we should not base our decisions on the current configuratio of TEP, if ELS is planning major improvements in the very near future. I had hoped that one of the developers of TEP would be able to come to Singapore to describe the changes ELS plans to make to TEP, but, unfortunately, this was not possible

However, Mr Cornelius, who is in charge of TEP development, has written to me describing their plans, and I will try to simmarize his comments for you now.

One of the needs felt in Singapore is to have a version of TEP that uses British pronunciation and grammar. A British version of TEP would also be more acceptable in some of the other SEAMEC countries, and you will be encouraged to know that ELS plans to produce a British version as soon as the American version is finalized. As to when the British version will be available, I do not know. I would guess that work will not begin on it before some time next year.

Equipment cost and reliability have been among the main problems with TEP. The Fairchild projector and film system has been a source of concern on both counts. Mr Cornelius writes that ELS plans to replace this system with a Zeiss projector and Panacolor films. The projector has many advantages. It uses a capstan drive which eliminates both noise and film jamming. Film life is supposed to be considerably lengthened. The projector can operate in reverse as well as forward, permitting the trainee to see a sequence over and over if he so wishes. It can also be operated in a stop-action mode, watching single frames, one at a time. The projector can make use of several sizes of rear projection screens, or it can be used as a normal front screen projector at the flick of a switch.

With all the increase in versatility, it is no more expensive than the Fairchild projector.

The Panacolor films are cartridge loaded, multi-track 70 mm films with optical sound tracks. A total of 28 Panacolor cartridges replaces the 163 Fairchild cartridges. The cost of the Panacolor films will be about US$3,500 to $3,600, less than half the cost of the Fairchild films.

The new projector system is being tried out now in the ELS laboratories, but only with the ten films from the Phonology section. ELS plans to reshoot the remaining 153 films sometime next spring before reproducing them in the Panacolor format. This comes as good news for two reasons. First, the quality of the films should be improved. Second, it offers an opportunity to modify content, using large classes of children etc.

Most of our reliability problems have involved the tape recorder. ELS is now considering a new Craig recorder that uses standard cassettes and sells for about US$65. I have no details about the operation or construction of this machine.

On the subject of cutting costs, Mr Cornelius makes two points. First, the ELS installation of TEP reuses all worksheets. Worksheets are covered with a piece of acetate, and marking is done with grease pencil. After each exercise the score is recorded and the acetate sheet is wiped clean. The only consumable items then are pencils and score sheets.

The second point is that the current cost of printed materials is high because of the expense of producing the experimental version of TEP. When large printings are made of the final version, the unit cost should be greatly reduced.

1.5 Cost of TEP

Invariably the first thing people want to know about TEP is, how much does it cost? I have left this question until last because I feel that the cost is only meaningful in terms of what the program offers. I would like to be able to tell you exactly what TEP costs per student, and how much it would cost to provide the same training by other means. I think that you can all see why this cannot be done. In the first place, we have no good way, as yet, of comparing the amount of training provided by TEP, with the amount of training provided by other courses. In any case, the actual costs of other courses are not readily available. In the second place, the cost of TEP cannot be given as a single figure because (a) there is a variety of possible configurations in which

TEP could be run, (b) the best type of equipment for TEP has not been decided upon yet, and (c) the life of the equipment in use is not known.

Let me explain further what I mean by "possible configurations of TEP. All of you have seen our three consoles at the RELC and you may have been impressed by the futuristic appearance of the machines. In a way, the novel appearance of these consoles is unfortunate, because some people tend to remember the consoles as the central feature of TEP. In fact, a console simply consists of a projector and a tape recorder, sitting on a table. The TEP program materials, on the other hand, must represent at least 25 to 50 man-years of skilled work, perhaps much more. It is the materials that are the important part of TEP, and it is the materials that we have been evaluating.

Now any convenient way of presenting these materials should be satisfactory from the trainee's point of view. The standard TEP console is only one possibility. I am sure that I can leave it to you to think of other types of installations, but I would like to mention one that seems most promising to me. This would be to place a few projectors in an existing language laboratory, perhaps on tables at the back of the room. Trainees would use the existing tape recorders for taped portions of the lessons. Trainees customarily use headphones, so speakers need not be a problem.

It has been suggested that it may not be necessary to use TEP as a completely self-paced program. It would cut costs if films could be viewed by group of trainees. I do not know how much this would reduce the effectiveness of TEP. Research on other programmed courses had indicated that group learning can be about as effective as self-paced learning in some cases. This is a potentially valuable area for further research on TEP.

Another question concerns the need for air-conditioned facilities. Air-conditioning is not only expensive to operate, but it also requires more expensive construction in the building. The only requirement for TEP is to keep the films dry. This could be done by storing them in a small closet containing a dehumidifier of the type that is run at night in our TEP storage room. This would clearly cut costs. However, it might also lower efficiency. We tried operating TEP for a day in the RELC with the doors open and the air-conditioning off. Although the research staff did not find the climate unpleasant, the complaints of the trainees were unbearable, and the experiment was quickly terminated. It is likely that there would not have been any complaints if TEP had been run without air-conditioning from the beginning, but it is also possible that the comfortable surroundings are a major factor in the willingness of trainees to concentrate on their work for four hours at a stretch.

All of the factors mentioned above would have to be considered in determining the costs for a particular situation, but in order to provide a starting point, I have prepared some cost figures for two hypothetical TESOL courses, one TEP, and the other a conventional lecture course. The figures are found in Appendix D, and I ask you to turn to that section now.

* * *

As you can see, the figures are for a standard TEP facility, much like the one at the RELC. The prices used were in some cases suggested in the letter from Mr Cornelius. Where no figures were available I made arbitrary estimates. The way in which I believe that this exercise helps is in giving some feeling for the comparative costs of TEP and conventional classes. If you feel that I am paying a lecturer too much, you can cut the figure appropriately. If his classes are too small, increase them. At the same time there are reasonable cuts to be made in the TEP costs. Printed materials should surely be available at lower cost, and some of the equipment might last longer than estimated.

Finally, I should point out that it would be possible to train more than 40 teachers per year with five projectors. Only the teaching methodology section makes much use of the projectors, and this section takes only about four weeks. This means that a new TEP group could be started every four weeks if additional recorders were made available, giving us 120 trainees in 48 weeks. It is possible that this system would reduce the cost-per-trainee of monitors. Assuming that machinery life is based on hours of use, the machinery cost-per-trainee would not be lowered simply by running the machines more hours per year.

2. An Outline Description of TEP

TEP (Teacher Education Program) is a course for training teachers of English as a second language. Basically it consists of a set of programmed text books, but extensive use is made of audio tapes, and sound movie films. In going through the course, each teacher-trainee works at a specially designed TEP console which includes his own projector and tape recorder, and provides him with a degree of isolation from the rest of the room.

1. Physical components of TEP
    A. Printed Text
        1. There are 26 volumes of printed text.
        2. These volumes are organized into 5 sections which are called "Workbooks".
        3. The Workbooks give directions for proceeding through the course, present some of the content material, and include periodic self-tests on the material.
        4. One volume each of Workbooks I, II, IV and V is devoted to an Answer Key, covering the exercises associated with the other volumes of the Workbook.

B. Movie films

1. TEP uses 163 cartridge loaded, 8 mm sound movie films.
2. Various films run from 2 or 3 minutes, up to 10 to 20 minutes.
3. Ten films are used in presenting Phonology.
4. The remaining 153 films are devoted to Teaching Techniques.

C. Audio tapes

1. TEP uses 140 cartridge loaded tapes
2. The majority of the tapes are used in Teaching Techniques, or Phonology lessons.
3. Tapes are used in presenting new material as well as exercises. Some exercises require the teacher trainee to record his own voice.

D. Teacher Trainee Kit

1. The kit includes the Worksheets on which all written exercises are performed.
2. A loose leaf binder is included that will hold all the Worksheets for one volume of text.

3. A mirror, and other training aids are also provided.

E. Reference Library

1. 28 volumes on linguistics, methodology, phonology and grammar are included.
2. These books are referenced at various points in the TEP course.

F. TEP Console consists of:

1. Shell: The fiberglass shell is designed to provide a measure of privacy for the trainee, It incorporates:
    a) Working space
    b) Storage space
    c) Two speakers
    d) Ventilating fan
2. Movie Projector
    a) The projector accepts cartridge loaded, 8 mm sound movie film.
    b) No threading or rewinding is required.
3. Tape recorder
    a) A two track (trainee and master) recorder is used.
    b) The recorder is cartridge loaded, and requires no threading. It does have to be rewound.

4. Head set
    a) Ear phones are provided (that may be used instead of the Shell speakers) for listening to either tapes or films.
    b) A microphone permits student recording.
5. Study lamp.

II. Content of the TEP course (Figures in parentheses are approximate percentages of total course time)

A. Workbook I, English Phonology (20%)
1. English phonemes:
    a) Identification and Discrimination exercises.
    b) Articulation (description and practice)
    c) Phonemic transcription
2. Suprasegmental phonemes: Stress, pitch, and juncture.

B. Workbook II, English Grammar (33%)
1. The processes that signal grammatical meaning:
    a) Word order
    b) Inflection
    c) Use of function words

d) Intonation

e) Derivation

2. The Structure of English sentences

a) Basic rules and formulas

b) Transformation of base formulas

C. Workbook III, Language Learning (2%)

1. Characteristics of Language

2. Factors in second language learning

D. Workbook IV, Classroom Teaching (30%)

1. Basic techniques in oral drills

a) Repetition drills

b) Correction of errors

c) Explanation of meaning

2. Levels of Control in Oral drills (from Repetition Drills to Guided Independent Conversation)

3. Levels of Control in teaching reading (from Oral Reading to Guided Independent Reading)

4. Levels of Control in teaching writing (from Simple Dictation to Guided IndependentWriting)

5. Special techniques for teaching pronunciation and grammar.
    a) Minimal Pair drills
    b) Pattern Practice (substitution) drills
6. Using a set of standard textbooks.

E. Workbook V

1. Volume 1, General Teaching Techniques (5¢)
    a) Correction techniques for writing practice
    b) Lesson planning
    c) Practising appropriate teacher behavior
    d) Learning to draw simple figures and objects
2. Volume 2 (5¢)
    a) Testing
    b) Visual aids
    c) Audio aids
    d) Supplementary materials and outside readers
3. Guide to reading in the TEP Reference Library (5¢)

3. RELC Modifications and Adaptations to TEP

I. New material prepared

A. TEP Notes (prepared during Phase B)

The TEP Notes are summaries of the TEP course content. They are given to trainees at the beginning of the course, and kept by trainees to be used as reference material after their return to teaching. The purpose of the Notes is to provide an accurate summary of TEP content, and to reduce the time spent by trainees in taking their own notes. Trainees are encouraged to write any additional notes they wish in the margins or on the backs of the pages. The Notes are comprised of 132 double spaced, typewritten pages, in outline format.

B. Phonology Supplement (prepared during Phases A and B)

A supplementary volume was prepared for the phonology section to provide extra practice on sounds of special difficulty in Singapore. The supplement is comprised of nine lessons (34 exercises) complete with accompanying audio-tapes, worksheets, and answer keys.

C. Progress Checks 1 - 5 (prepared during Phase A)

Progress Checks 1 - 5 were prepared at the RELC, based on a first draft written by AIR. In addition, a supplement was prepared for Progress Check 5 to cover the Phonology Supplement prepared at the RELC. Test materials include test sheets and audio-tapes. Labels indicating the place of each of the twenty Progress Checks were added to the TEP programmed texts.

II. Supplements or revisions to existing TEP materials

A. Orientation Manual

The Orientation Manual is the trainee's introduction to TEP. It is a 47-page, self-instructional volume explaining the use of all TEP equipment and materials. Phase A trainees were observed continuously while going through this volume, and it was then revised on a page by page basis. The procedure was repeated in Phase B using the Orientation Manual as revised in Phase A.

B. Phonology Table of Contents

A special table of contents was prepared for the phonology section. There is no index to TEP, but the new table of contents permits trainees to locate quickly the lessons on any phoneme.

C. Summary Labels for Phonology Exercises

Approximately half of the exercises in the phonology section follow one or another of five standard formats. However, TEP instructions do not always explain similar exercises with similar instructions. In order to reduce the time required for reading instructions, and to eliminate confusion, 280 "standard format" exercises were identified, and labeled in the programmed texts with consistent one-line descriptions.

D. Revised Instructions for Exercises on Suprasegmental Phonemes

Instructions for one volume of the phonology section were revised so that trainees would not be frustrated by attempting to meet overly difficult criteria on exercises in the use of suprasegmental phonemes.

E. Additional Grammar Exercises

In the section on descriptive grammar, it was found that the TEP exercises did not emphasize all the main points of the lessons. Six new exercises were written to ensure that trainees attended to the central points of the lessons.

F. Supplements to Teaching Methodology Summaries

Six lesson summaries in the teaching methodology section were revised in an attempt to clarify the place of specific techniques in the over-all approach.

G. Revisions to Exercise Instructions, Worksheet Formats Etc.

Twelve exercises that caused confusions or presented other difficulties were revised.

III. Minor changes and typographical errors

A 560-item list of minor corrections to textbooks, worksheets, and answer keys was prepared, and the corrections were made in the RELC materials.

IV. Changes to the section on Transformational Grammar

A. Revision to the Presentation of Transformational Grammar

Approximately one third of the 3½-volume section on Transformational Grammar was revised on a page by page basis. Work on this section has stopped pending decisions on its adoption.

B. Minor Errprs in the Transformational Grammar Section

A 150-item list has been compiled. These items are not included under item III above.

4. Evaluation of TEP Effectiveness

Summaries of Results

I. Progress Checks

Progress Checks consist of selected items from TEP exercises. Each Progress Check lasts ten minutes and covers ten to fifteen hours of TEP work, A final test (Progress Check 21) covers all the areas of TEP. The following comments summarize the findings from the Progress Checks, Phase B:

A. Phonology: Trainees were able to imitate spoken models of words and sentences, and to read accurately from phonemic transcriptions after completing this section.

Trainees were generally good at phonemic transcription of words spoken on tape, but on Progress Check 21 (taken two months after completing the phohology section) trainees forgot some symbols and were no longer fast enough to keep up with the test tape. Five out of six trainees made errors in more than 30 of the 60 test words.

Trainees were unable to correctly draw in lines representing the pitch levels in sentences heard on the tape, although they could read pitch level transcriptions fairly well.

B. Grammar: Trainees made very few errors in Progress Checks covering grammar, but they reported that they did not grasp the concepts of Transformational Grammar very well.

C. Teaching Methodology: Trainees demonstrated that they were generally competent at completing the exercises, including simulated practice teaching. There was a total of five simulated lessons included in the Progress Checks. Most of the errors that trainees made could be classified as minor slips. The only technique that trainees had clearly failed to learn was the TEP correction technique for student errors in intonation. Trainees were not able to present correct TEP intonation models during the Progress Check even though they had done the same exercise on their own a short time before.

There were only about twenty to thirty questions in the Progress Checks bearing on the trainees' overall grasp of the TEP approach to methodology.

All trainees answered most of these questions correctly.

D. Testing, AVA, Lesson Planning, etc.: These sections represent a small proportion of TEP and were not heavily tested in the Progress Checks.

II. Hourly Observations

Both Progress Checks and Hourly Observations consist of watching trainees complete TEP exercise material. However, during Observations trainees do not feel that they are under a test situation, the items are not lifted out of context, and they are free to look up answers in in the text if they wish.

The observation reports support the Progress Check data. Trainees have very little difficulty in completing the TEP exercises correctly with the exception of two sections: the Phonology section on English intonation, and the section on Transformational Grammar. Most of the Transformational Grammar exercises can be done by imitating example items. Trainees can still complete the exercises with few errors, but complain that they do not really understand the theory and the formulas. When the RELC staff produced exercises that required understanding of the principles, only two of the Phase B trainees were able to do them correctly.

Perhaps the most interesting finding from the Observations that does not show up in other test rewults was the generally high level of enthusiasm for the TEP course. Trainees worked four hours per day broken only by a short coffee break. They appeared to maintain a high level of concentration throughout the session, and there were no serious complaints about the schedule. In fact, when asked at the end of the course how many hours per day they would work if the choice were theirs, one trainee suggested six hours per day. No one suggested less than three hours.

III. Post-TEP Classroom Observations

Four trainees from Phase A, and five from Phase B have returned to teaching in Singapore primary schools. Five are in English medium schools, two in Chinese schools, one in a Malay school and one in a Tamil school.

During the week of 20 - 26 October the RELC research staff visited each of these hine teachers in his classroom. The teachers were interviewed on their use of TEP techniques, and in some cases demonstration lessons were recorded on tape.

A. Application of General TEP Approach

None of the nine teachers had adopted the TEP approach to teaching English, although most had tried a few TEP drills. It appears that none of the trainees see the TEP approach as a better way of teaching English, but rather as a set of supplementary exercises that would be helpful if there were time to use them.

Only one teacher had used a wide range of TEP drills. Her pupils were very good at them, and both the teacher and the pupils were enthusiastic. However, even in this case the teacher used the drills only for lesson warm-up, and was careful not to let TEP interfere with the "normal" presentation of the syllabus material. The teacher made extensive use of TEP sentences in the TEP drills, rather than adapting syllabus material.

B. Favourable Comments on TEP by Trainees

All trainees assured the interviewers that TEP was a most helpful program, but when pressed to be specific they could not name many things that they did differently since taking TEP.

1. Seven out of nine teachers named specific drills that they found useful.
2. One teacher was transferred from an English medium school to a non-English medium school after completing TEP. She reported that she would have been at a loss without TEP, but when asked for details said she was making very little use of the TEP approach.
3. One teacher in a Chinese medium school said he now prepares lesson material that students can master, whereas before TEP he would have been concerned that the lessons are "too easy".

C. Reasons Given by Various Teachers for not Using TEP Techniques

1. There is no time to conduct TEP drills. The syllabus must be completed. (All nine teachers mentioned this)
2. Teaching techniques must be justified to the principal and/or inspector. Standard techniques and large quantities of written work are expected.
3. Singapore texts differ from TEP materials.
4. It is difficult to change the teaching approach with

Upper Primary students. It would be necessary to start in Primary 1.

5. Children are quickly bored by drills. They prefer explanations.

6. TEP would be more useful for older children (mentioned by Lower Primary teachers).

   TEP would be more useful for younger children (mentioned by Upper Primary teachers).

7. American English [illegible]propriate in Singapore.

D. Teacher's comments on Specific Sections of TEP

1. Phonology

   a) This subject is not appropriate for Primary students.

   b) Teachers do not really need phonology. TTC speech training was sufficient.

   c) Phonology is good practice (a good refresher course) for Singapore teachers.

   Note: Teachers mispronounced plural and past tense endings in their demonstration lessons. These were the most extensively drilled items in TEP phonology.

2. Grammar

   a) Transformational Grammar is not appropriate for Primary students.

b) Descriptive grammar is a good review for the teacher, but the strange terms are confusing.

c) Singapore teachers are good enough at grammar to teach Primary students.

3. Methodology

a) Various drills were mentioned as useful, particularly "backward build-up", and "substitution drills".

b) Minimal pairs drills would be useful, but teachers are not confident enough to make up their own pairs.

c) Students become bored with drills.

d) No one has tried applying "levels of control" in a systematic way.

4. Lesson planning

Lesson planning is learned at the Teachers' Training College. TEP methods are too much work.

5. Testing

Testing has not been found useful for Primary classes.

6. Audio-Visual Aids

a) Some teachers have started drawing simple stick figures on the board, as taught in TEP.

b) Other uses of charts, etc. had been learned at the TTC.

c) No equipment is available for making language laboratory tapes, and there is no provision for using taped drills in the normal curriculum.

IV. Pre- and Post-testing of TEP trainees

A. English Ability test

This short test has two parts. One requires trainees to judge whether 80 words read by a tape voice are pronounced correctly or incorrectly. The trainee is given a test sheet on which the words are printed. The second part consists of 40 multiple choice items on grammar and usage. Identical forms were used for pre- and post-tests.

Tests were scored one point for each pronunciation item, and two points for each multiple choice item (possible score = 160)

Mean test scores were:

	Phase A	Phase B
Pre-test	137.3	129.2
Post-test	143.5	133.2
Increase	6.2	4.0

All twelve trainees improved their scores from the pre-test to the post-test.

B. Skills Inventory

No data are available from this test yet.

APPENDIX D

5. A Cost Exercise

I. Cost of a hypothetical TEP training centre

(5 booths, replaced every seven years)

A. Cost for one booth (estimated):

Projector	US$590
Recorder	120
Headset	40
Booth	50
	US$800

B. Equipment

Booths (5)	US$4,000
Films, Panacolor (1½ sets)	5,400
Tapes (5 sets)	3,425
Replacement Tapes (50)	200
Workbooks and Reusable Worksheets (15 sets)	5,400
Reference Library (2)	150
Repairs, projector bulbs, and misc.	425
Installation	500
	US$19,500

DL

C. Personnel

(2 part-time monitors, each working 3½ years)

Salary (1/7-time at $3,000 per year)	US$3,000
Training at RELC (two months each)	
Salary	1,000
Travel	300
RELC expenses	700
	US$5,000

D. Total (7 years)	US$24,500
Total (1 year)	US$3,500

E. Assume:

Each console is used by 2 trainees, 4 hours per day each.

The course is offered 4 times per year.

(5 Booths/course) (2 Trainees/Booth) (4 courses/year) = 40 Trainees/year

F. Cost per 40 students:

1. Equipment, Materials, and Monitor -------- US$3,500
2. One (air-conditioned?) classroom for 20 students, 8 hours per day 48 weeks per year
3. TEP Notes or other reference material
4. Utilities including power for booths
5. TESOL advisor (part time)

Cost for 40 students = US$3,500 +

II. Cost of a hypothetical conventional lecture course taught by a native speaker

A. Assumptions

1. Course includes 100 hours of class plus
   150 hours of homework
2. A class meets 5 days per week for 20 weeks.
3. One lecturer teaches 3 such classes each term,
   2 terms per year.
4. There are 20 students per class.

This means one lecturer teaches
(20 students/class) (3 classes/term) (2 terms/year)
= 120 students/year

B. Costs per 120 students

1. U.S. lecturers salary, living expenses, and
   training (amortized over 40 years)----US$15,000/year
2. One classroom for 20 students
   3 hours per day 40 weeks/year
3. Books
4. Utilities
5. Language lab?

Cost for 40 students = US$5,000 +

APPENDIX E

6. Personnel Needed to Operate TEP

I. Monitor

A monitor should be available full-time, although he would probably need to spend less than one hour per day on TEP-related activities.

A. Duties

1. Make daily check of materials and equipment to ensure that general order is maintained.
2. Answer procedural questions as they arise (see Appendix F, Trainee Confusions)
3. Make minor repairs to equipment, films, and tapes. (See Appendix F, Equipment Malfunctions)
4. Take responsibility for identifying worn or damaged materials or equipment. Order replacements or arrange for repairs as appropriate.

B. Qualifications

1. Mechanical Aptitude
2. Completion of TEP
3. TESOL background (desirable)

II. Advisor on TESOL

Inevitably some trainees will have questions on content.

There should be someone to whom they can go to discuss questions on any of the TEP topics. A minimum requirement would be the availability of a competent person (college lecturer in TESOL, for example) with office hours one day a week.

Note: If TEP were to be operated in language laboratories similar to those at the University of Singapore or the Singapore TTC, I believe that the laboratory supervisors could fill both the monitor and advisor roles with very little demand on their time. This would probably represent an ideal situation.

II. Major repair facility

Although no outside help has been needed during the RELC tyrouts, it is clear that specific provision must be made for major repairs to projectors and recorders. In addition, if the monitor does not have the time or experience to make minor repairs then some competent outside technician must be readily available. (See Appendix F)

7. Equipment Malfunctions and Trainee Confusions Requiring Monitor Intervention

I. Equipment malfunctions (total for 3 consoles)

A. Projectors

1. Automatic-stop switch required adjustment. (Projector 1)
2. Drive belt jumped off pulley inside projector. (Projector 3)
3. Automatic-stop relay required adjustment. (Projector 3)
4. Start lever not returning to "off" position. (Projector 2)
5. Projector bulbs burned out. (3 cases)

B. Film jammed or sticking

1. 23 cases recorded in Phases A and B. 8 cases in Phase C, to date.
2. 4 of the jammed or sticking films required replacement.

C. Tape-Recorders

1. Tapes not rewinding due to slipping drive clutches (#1; recurrent)
2. Control knob broken (#1)
3. Not erasing voices of previous trainees due to improperly seated tape cartridges (#2)
4. Bushing in drive motor burned out (motor replaced) (#3)
5. Student track continuously erased due to short circuit (#3)
6. No playback of student recording due to loose connection (#3)
7. Motor noise, lubrication required (#3; 3 cases)
8. Student record mechanism not working due to broken wire (#3)
9. Slow voice due to slipping clutches (#3)
10. Tapes jammed or tangled (3 cases)

D. Tapes requiring re-recording because of damage to master track sound: 24 tapes, to date.

E. Miscellaneous

1. Static in sound system, due to loose contact in head phones.

2. No sound, due to loose connections in console writing. (3 cases)
3. Console could not be switched on due to loose switch.

II. Trainee confusions involving requests for assistance.

A. Problems in using equipment, controls improperly set, etc.: 15 cases recorded

B. Procedural problems, difficulty in locating materials, etc.: 24 cases

C. Questions concerning content: 30 cases

APPENDIX G

8. Time Required to Complete TEP

Phase A and B

Section of TEP	Number of 4-Hour Days for Completion	
	Fastest Trainee	Slowest Trainee
1. Phonology	12	19
2. Descriptive Grammar	7	10
3. Transformational Grammar	9	14
4. Language Learning Theory	1	1
5. Methodology	16	23
6. Testing, AVA, etc.	4	6
Total, lines 1 - 6	49	73
Days spent by fastest and slowest trainees (observed)	49	68

Note: The above figures include very little time for taking notes. Phase C trainees are spending more time on note-taking.

9. DISCUSSION ON PROVISIONAL REPORT

The representative from the Philippines, referring to the pre-testing and post-testing of TEP trainees inquired about the aspects covered by the tests and whether they were based on the content of TEP. Dr. Horst replied that only the Progress Checks were specific to TEP material, The pre- and post-tests were not based on the content of TEP.

The Philippine research counterpart requested details on the four-hour Demonstration of TEP and the twenty-hour Survey of TEP. Dr. Horst replied that these two programmes were not for instructional purposes but for the purpose of demonstration only.

The representative from the Philippines wished to know if TEP contained any provision to allow faster students to proceed more rapidly, like the branching type of programming, for example.

Dr. Horst pointed out that there was no such provision owing to the nature of the TEP course, but the research staff had made certain modifications to indicate grammar exercises that could be skipped in part if they were too easy. Changes were made in criteria for scores in the suprasegmental exercises as the latter proved to be too difficult for the trainees.

The representative from the Philippines then inquired if TEP used techniques other than the "repeat-after-me" type of pattern practice, such as the situational drill, to elicit certain types of language reaction. Dr. Horst indicated that there were drills which represented gradual release of control that did not require student repetition of models. However, they were based on sentences learned in previous "repeat-after-me" drills. He further said that TEP uses examples from English 900. He emphasized that the teacher was expected to adapt the TEP technique to best suit his own syllabus.

The Philippine counterpart commented that there was no situational technique in TEP, there was only the "repeat-after-me" drill. Dr. Horst replied that this drill technique could be adapted to the situational one.

On the question of the relation of the Skills Inventory to the content of TEP, it was pointed out that it was not directly related to TEP but was an independent test of teaching ability and consisted of nine tests covering phonology, grammar, literature, and teaching techniques.

The representative from Singapore invited attention to the second paragraph of the page and made the following comments:

1. It was misleading to state that TEP was not sanctioned by the Ministry of Education. In fact, the Report had earlier noted the exceptionally

good co-operation and support from the Ministry of Education.

2. The Ministry of Education was not asked to supervise the TEP trainees.
3. It was misleading to state that changes in the trainees' teaching techniques were not approved by the Ministry of Education. In fact when TESL training was first started in 1965 the teachers were told to expect new approaches to language teaching.
4. On the question of completing the syllabus on time, the teachers might have been observed at an inconvenient time, namely, just before the primary school leaving examination.
5. If the Ministry was not approached for help, it was misleading to state that there was no one to turn to for help.

Dr. Horst clarified that it was not his intention to criticize the Ministry of Education. He had merely intended the comment referred to as a descriptiva statement of the fact that TEP was not an official Ministry training program. He had been apprehensive that if he had had official Ministry sanction for TEP, the trainees would have felt compelled to study at home in anticipation of examination by the Ministry. Such outside study would have violated the desired controlled nature of the experiment.

Dr. Horst, in his paper, had mentioned that the TEP observation team that followed up the trainees in the classroom found that they did not apply the TEP approach. The representative from Singapore commented that teachers trained at TTC did apply what they had learned in college.

The Singapore representative from TTC then clarified the difference, pointing out that the trainees did not feel compelled to use TEP techniques because they knew that they would not be supervised nor held responsible for non-application of TEP in the classroom whereas the TTC program included follow-up supervision of classroom application.

Dr. Schwarz suggested that if and when TEP was made operational as a teaching device, it could be integrated with the Ministry of Education's other in-service training programs. He reiterated that TEP did not tell the teacher exactly what to do and suggested that perhaps it could be given as a "sandwich course" while the teacher was carrying a regular teaching load.

It was noted that in the evaluation of TEP, co-operation and assistance from the Ministry of Education had in fact been excellent.

In the discussion of trainee comments on TEP, the representative from Indonesia disagreed with the reported trainee observation that children do not like drills; on the contrary, he said they liked them. Dr. Horst said he agreed with the representative from Indonesia and that he was merely reporting the trainees' reaction. It was suggested that there might be a misconception that only one type of drill was to be used for the whole period. It was pointed out by other participants that at the beginner's level, repeat-after-me drills worked, but not on higher levels where the student already had some degree of control of the language and therefore found drill of that type boring.

Commenting on the view that the material in the phonology section was not appropriate for primary teachers, the representative from Indonesia remarked that the trainees might have thought that the phonology section was to be taught to the pupils rather than be used for the development of the teacher. It was not quite true that teachers did not need instruction in phonology; in fact, it was good for those with pronounciation difficulties.

The representative from Laos informed the Seminar that the TEP repeat-after-me technique was used with English 900 in Lao classes. The teachers evaluated the English 900 course and found that the students could not use the English structures in English 900 in original uncontrolled situations. The course was therefore dropped and situational English was used instead. This failure of the students was due not to the weakness of the material but rather to the fact that the teachers did not have TESL training.

The representative from Malaysia voiced the view that children might have been bored by drills because there might have been insufficient correlation of the drills with other parts of the lesson normally required in the syllabus.

Other comments were that

1) the drills might be too simple
2) the same drill might have been used throughout
3) TEP did not show how to conduct a whole class period.

The representative from the Philippines commented that TEP did not work as well as expected, perhaps because whereas the technique employed was for use with adults, these same techniques had to be used with children. Adults have longer attention spans and greater motivation because they usually need to learn English fast to profit from college instruction conducted in English. The repeat-after-me technique was effective only at the initial level; after some time it was no longer workable. It was also possible that the trainees did not fully understand the nature of language and how it works as well as the philosophy of second language teaching, and therefore could not apply second language teaching principles in a local setting. In the Philippines it was found that if no materials for second language teaching for teachers' use were immediately available, the teachers almost invariably resorted to their old teaching practices.

O. DISCUSSION ON COST ESTIMATES (See Appendix D of the report by Dr. Horst)

It was noted that the estimated cost of US$5000 for 40 students was mainly for lecturers' salaries whereas the estimated cost of a hypothetical TEP training course for the same number of students was US $3500.

The question was asked as to how the hypothetical TEP course could fit into the normal college curricula. It had been explained that TEP covered phonology, grammar and methodology in the series of lessons involving 250 hours whereas the same topics are scheduled as separate subjects in the average teacher training curricula. The question was how to fit TEP into such situations. The answer was that this depended on the institution.

It was pointed out that since phonology could be taught with tapes in the language laboratory and that the greatest expense was on films, TEP costs could be reduced by not using films with the tapes, and further reduced by simply using the workbooks with live models.

The representative from the Philippines suggested that costs might be cut if group rather than individual use of the films were possible. Dr. Jacobs commented that TEP was precisely designed for individual use and that if films for group use were desired there were a number of such films already available on the market.

The representative from Singapore indicated that since TTC had its own projectors, it needed only the films and therefore could cut costs.

It was pointed out that if changes in the films would be made for group teaching, corresponding changes in notebooks, etc., would have to be made.

B.1 SUMMARY REPORTS BY RESEARCH COUNTERPARTS

Summaries of the reports and discussions appear in this section. Full reports presented by the Research Counterparts are found in Part IC.

1.1 INDONESIA

I. A. Where additional TESL courses are needed:

1. TESL courses are needed by teachers of English in the following schools:

   a) All kinds of senior secondary schools, general or vocational.

   b) All institutions on academic or university level. Examples: the National Academy of the Navy, the State Academy for Merchant Fleet, the several faculties of universities (including the English Department of the Faculty of Language and Letters).

2. Many of these teachers have years of experience in teaching English behind them. They need refresher courses for them to keep abreast of the latest concepts in language teaching.

3. For future teachers now being prepared in undergraduate and graduate levels of Institutes of Education, TESL courses are a must.

B. 1. The schools mentioned above are spread all over Indonesia. However, schools of the same type do not always have the same standard or quality of English instruction. Those in remote areas are most in need of TESL training.

2. The IKIP is an institution on university level, whose main duty is to produce teachers in several fields of study. Most of these IKIP's have an English Department where future teachers specialize in the teaching of English.

C. I do not know of a planned program for producing a fixed number of teachers of English within a fixed number of years to meet the shortage of teachers. The supply of English teachers depends very much on the capacity of production of every English Department which in turn depends on many other factors.

II. Subjects needed to meet the needs in section I:

a) Teaching methods, especially the linguistics method or Oral Approach
b) Descriptive and Transformational Grammar
c) Language Testing and Measurement

d) Audio-Visual Aids

e) Evaluation of Textbooks

are required basic knowledge for every modern teacher of English, whether teaching at a secondary or academic level of instruction.

III. Does TEP meet the needs mentioned in II?

A. Methodology as it is presented in TEP covers the majority, if not all, of the factors the modern teacher needs to know.

B. As for the Phonology materials, changes so as to meet the needs of students in different countries are necessary.

C. English Grammar in TEP. Except for some misconceptions, the description of the basic structures of English are presented in a simple, convincing way.

The transformational part includes almost all of the English transformations. Teachers of English, knowing all these, will feel better equipped in teaching the structures to their own students.

D. The concepts of language and language learning are presented in Workbook III in a simple and clear way. Going through these a teacher will be freed from narrow conceptions toward other languages than his own and the prejudice towards innovations in language teaching. Workbook IV and V present the teaching techniques, and together with the demonstrations and the active participation of the trainee/student, they form the most interesting part of TEP. Additional reading from reference books and the examination of English 900 will provide the prospective teacher with valuable equipment for his future task.

IV. Practical Considerations

A. Only six schools have language laboratories. Many teachers in city schools have their own tape-recorders (private possession). Most of the schools in remote areas have never seen one. Secondary schools seldom make use of a tape-recorder.

B. There are no qualified technicians. We have, however, been able to keep our laboratories in good condition.

C. Resistance can always be anticipated from authorities and educators though the reason for this will be different for either of them.

D. Though the teaching situations in the TEP films are different from those in actual practice, trainees will surely profit from the teaching techniques and the steps to be taken in teaching a specific skill. Local principals, once they are familiar with these novelties will be glad to have them.

DISCUSSION

The Seminar noted the various needs mentioned in the report.

1.2 LAOS

I. Need for additional TESL training courses in Laos:

A. Two levels:

1. For initial training of prospective teachers and foreign voluntary teachers, such as IVS (International Voluntary Service) and VSO (Voluntary Service Overseas) in beginning level courses.

2. For in-service (refresher) courses for experienced teachers.

B. The future graduates of the English Section of the College of Education in Vientiane and the voluntary teachers need additional TESL training.

The College of Education in Vientiane is the only institution in Laos that gives some TESL training courses. We cannot give all subjects that are included in the TEP course to our future graduates in this College because we lack professionally qualified lecturers.

The College of Education in Vientiane is supported by the government.

C. Around forty teachers in the next few years.

II. Yes, the following subjects will meet the needs indicated under question 1:

- A. Teaching Methodology (Oral Approach)
- B. English Phonology (phonemic transcription)
- C. English Grammar (descriptive and transformational)
- D. Language testing
- E. Audio-Visual Aids

III. Comments on TEP

1. Methodology

The basic principles of the Oral Approach and its various types of drills are applied and used in the TEP films, and will be accepted by our teachers in Laos; however, we use the "repeat-after-me" technique only to drill a pattern of English after it has been taught through the meaningful classroom situation. In other words, we do not teach the structural meaning of a sentence pattern by asking the students to repeat after the teacher at this beginning level. The technique should be modified so that it can be applied in various classroom situations and in different level courses.

2. Phonology

This section may not present any problems to Lao teachers, for we have taught American English. Nevertheless, some lessons on special sound problems should be included to meet the needs of Laos.

3. Grammar

Descriptive grammar will be useful and helpful for beginning level teachers, but transformational grammar will be too complicated for them to understand unless it can be revised or simplified.

4. Testing and Audio-visual aids

These two sections will be very useful, but they should be expanded, and some practical exercises should be included.

IV. Practical considerations

A. There are a language laboratory, a regular movie projector, a cineloop projector, an over-head projector, a record player, and a tape recorder in the English Section of the College of Education in Vientiane.

B. Maintenance will be a major problem even though there is at present a technician attached to the language laboratory because the latter is not a fully qualified technician.

C. At first I anticipate some resistance on the part of educators or other authorities to the programmed features of TEP because these people have little knowledge of what programmed learning is in general, but they will not react adversely to the use of it.

D. TEP trainees would be able to apply the techniques they have learned, but they have to be adapted to the local situation.

There would not be difficulties in applying the methods taught in TEP because of conflicts with local syllabuses, resistance from local principals. The situation in Laos is rather favorable for applying or trying new methods because up to now the Ministry of Education has not set up syllabuses for teaching English, and it is up to the College of Education to do whatever it sees fit.

Conclusion

The present situation in training teachers of English in Laos is this: we have given very little TESL/TEFL training to our graduates of the English Section of the College of Education because we do not have enough specialists in the field. Therefore, we have sent them for additional training to the United States, New Zealand, and Australia. So far none of our graduates are able to teach English as a Second/Foreign Language right after they graduate because they do not have sufficient training. In other words, the training program of English teachers in Laos is not a finalized or complete one.

While the Lao graduates have been in training abroad, we have voluntary teachers to teach beginning as well as advanced levels. Before these teachers actually teach, we give them a four-week orientation course in TESL/TEFL. That is all we can do for them, and this course has been given during the summer vacation for two years now.

If, in the very near future, the foreign agencies or foundations that have given scholarships to the graduates of the English Section tell the Ministry of Education that they will not send these students for additional training abroad any more, then the Ministry will have to request the sponsoring agencies for specialists in the field, if it needs to train Lao teachers of English to replace the voluntary teachers. Then the training program will have to be more developed or get TEP. Not until the Ministry voices its need, can I say that there is a need for TEP in Laos. I can say right now that Laos cannot use TEP because of its cost and the maintenance involved, not because it will conflict with the present set up of the training program. I do not think that our teachers will object to the content of TEP and drastically object to its programmed features.

DISCUSSION

The representative from Laos informed the Seminar that English was taught only at the secondary level and that teacher-training was still in its infancy in her country although it was started in 1959.

The Philippine representative called attention to the Lao counterpart suggestion that the section on Methodology be clearly divided into two parts: one for teachers of English at the primary level and the other for those at the secondary level. She raised the question of how this division can be made in view of the fact that the educational systems in the member countries do not have the same divisional levels. The Singapore representative suggested that Methodology could be taught at two levels: (1) for absolute beginners, and (2) for those who have some background in English.

It was pointed out that in the revisions of TEP, different age groups should be considered because of their different motivations.

The Philippine representative reiterated that if the philosophy of second language teaching were fully grasped by the trainees, there would be no difficulty. She also suggested that TEP should provide for progression.

A consultant mentioned that the creators of TEP were attempting to teach the philosophy of TESL but that teacher-trainees usually wanted to see actual classroom situations.

1.3 MALAYSIA

I. A. TEP can be used for in-service and initial training levels.

B.1. Teachers in many rural areas need TESL.

2. Teachers in Malay, Chinese and Tamil primary schools and those in Malay Secondary Schools, need TESL.

3. Teachers who have not been trained at teacher training colleges/centres within the last ten years need additional TESL training.

4. About 1000 teachers need TESL training.

II. The subjects that should be included are:-

A. Teaching Methodology (Oral Approach).

B. English Phonology (Phonemic transcription).

C. English Grammar (Descriptive and transformational).

D. Language testing.

E. Audio-visual aids.

F. Language co-curricular activities.

III. Suggestions regarding each section.

A. Methodology - the classroom situation should meet the needs of teachers in primary and secondary schools.

B. Phonology - a study of contrastive sounds and sounds of special difficulty to meet the needs of Malay, Chinese and Tamil pupils should be carried out.

C. Grammar - transformational grammar should be modified to make it easier for trainees to absorb.

D. Testing - no changes or modifications are necessary

E. Audio-visual aids - to be retained.

IV. A. A language laboratory has been installed at one of the training colleges. Other training centres/colleges and most schools have tape-recorders.

B. Maintenance is a major problem, because there are no laboratory technicians or other suitable personnel available at present.

C. The question of whether TEP would be accepted by educators or the authorities depends on costs, maintenance, geographical conditions, location of schools, and on whether TEP can economically replace a live classroom situation.

D. I believe TEP trainees could apply the techniques they have learnt in TEP. There will be no conflict with syllabuses because both are basically the same. Heads of schools would welcome TEP if they could meet the cost.

Other suggestions

1. The machine should be modified to cut costs.
2. Local needs, especially in Phonology, should be included in the programme.

3. Thought should be given to make TEP mobile so that it could be moved from place to place and thus be used to its maximum in every part of Malaysia.

DISCUSSION

It was suggested that if and when the school certificate curriculum was revised, transformational grammar might be considered for inclusion in the syllabus.

The Indonesian representative held the view that the teacher ought to have a deeper knowledge of grammar than he would be expected to teach. Transformational grammar may provide this knowledge.

An observer raised the following questions:

(1) Whether teachers would be willing to learn from machines without human stimulation.

(2) Whether RELC has enough data to indicate statistically whether skills a person can show in training from TEP tryouts will be used later.

(3) TEP assumes a speaking knowledge of the language before the course is taken. The question was asked as to where the trainees are going to get this knowledge where no provision initially for learning English was available.

The observer also commented that if machines were to be used in Vietnam, questions on material and equipment should be answered.

1.4 PHILIPPINES

I. A. There is a need for additional T.E.S.L. training courses in:

1. the training of prospective teachers in colleges and universities
2. in-service training of newly appointed teachers who have had no experience in teaching and in refresher courses for experienced teachers
3. higher degree courses, such as those offered in the M.A., M. Ed., and M.A.T. programs, major in second language teaching.

B. 1. All English teachers in elementary, secondary, and college levels in both public and private schools need T.E.S.L. training: elementary and secondary school teachers to teach English as a second language effectively, and college teachers to train prospective elementary and secondary school teachers of English.

2. Key people should also be trained for the purpose of supervising English instruction and training teachers.

II. Courses in methodology, English phonology, English grammar, and Language testing will meet the needs indicated under question I. Besides these, a sound T.E.S.L. program should also include the teaching of reading in second language situations and the preparation of instructional materials, which may include preparation of audio-visual aids.

III. Each section in TEP as it now stands will not fully meet the needs discussed in question I and II. Modifications must be made before a particular section can serve its purpose.

Suggestions to improve the content of TEP:

A. Methodology - has to be revised because of the following:

1. The intensive method used by TEP might not be acceptable in our elementary and secondary schools.
2. Films do not represent real classroom situations in the Philippines.
3. TEP pattern drills are too mechanical.

It is therefore recommended that (1) films representing actual classroom situations in the elementary and secondary schools should be used; (2) contextual presentation should be used as the method for the aural-oral approach; (3) meaningful classroom situations should be used for the pattern drills.

B. Phonology - The course on the phonology of English should not involve only a knowledge of phonetic transcription.

Both elementary and secondary school teachers need more exercises on critical sounds for them to serve as good models for their students.

Pronunciation exercises should be based on the learning difficulties of a particular group of learners identified through constrastive analyses of the sound systems of both first and second languages.

C. Grammar

1. Grammar sections could be modified to suit the needs of a particular group of trainees:
    a. For the initial training of prospective teachers, Part B of the grammar section could be deleted.
    b. For experienced elementary and secondary school teachers, a better way is to expose them to varied grammatical approaches: immediate constituent, progressive approach, etc.
    c. Parts which are too technical for the trainees could be modified.
    d. Parts which have created confusion and disagreement among members of the staff and the trainees should be carefully reorganized, taking care to be consistent in the use of grammatical terms.

D. Testing

1. The section as it now stands may be adequate for undergraduate students.
2. The section has to be expanded for experienced teachers and students in graduate programs.

E.

1. Language laboratories are available in some public and private teaching institutions in the Philippines.
2. Setting up a fully-equipped laboratory is a problem; maintenance presents another problem and entails heavy expense.
3. There might be difficulties in applying the methods taught in TEP because of conflicts with local syllabuses, resistance from local principals and lack of funds.

DISCUSSION

The representative from the Philippines added the following information to the report:

1. Prospective high school teachers will now also be required to take English phonology and grammar which is at present required of B.S.E. Ed. students
2. English for adult students is usually offered only in intensive courses for foreign students in colleges and universities
3. Although the Bureau of Public Schools has no speech laboratory for teachers, there are experimental TV classes for elementary and high school students.

The representative from Vietnam observed that whereas in Laos the "repeat-after-me" drill was applicable not in the primary school, but on the secondary level, the Philippines found it effective at the beginners' level but boring at the secondary level. He noted that there seemed to be a contradiction in the statements made.

It was made clear to the Seminar that this seeming contradiction was due to the fact that English instruction in Laos starts at the secondary level whereas in the Philippines it starts at the primary level. The Philippine representative added that this type of drill could be used where remedial work was required at more advanced levels.

1.5 SINGAPORE

1. Need for additional TESL training courses in Singapore

   (a) The target set in 1965 to train 1250 TESL teachers over a period of 4 years (1965 - 1968) has been achieved in Singapore;

   (b) Existing training facilities for Singapore TESL teachers are adequate to meet the present need;

   (c) Therefore there is no urgent need in Singapore for additional training facilities for TESL.

2. TEP Content

   (a) There is a possibility of adopting a modified version of TEP phonology to supplement or enrich Speech Training Courses in the general teacher-training programmes in Singapore.

   (b) The Classroom Teaching Section of TEP in its present form is considered unsuitable for local conditions,

   (c) The Grammar Section in its present form is even less likely to be of use in TESL programmes here;

3. General Comments on TEP

   (a) TEP is not in its finalised form. Correction work and minor modifications are still in progress.

   (b) There are instances where the technique of programmed learning fails to produce the desired effect.

(c) Many of the TEP trained teachers are not applying the techniques in schools.

(d) There should be some form of evaluation and supervision of practical classroom teaching incorporated into TEP.

DISCUSSION

Dr. Schwarz asked what was meant by "successful candidates" in the summary chart of TESL training programmes in Singapore. The Singapore delegate pointed out that to be "successful," candidates had to have 90% attendance and pass a professional examination which included assessment of practical application of TESL techniques in the classroom. In addition, candidates had to complete two vacation projects of an academic or practical nature.

Another Singapore delegate pointed out that teachers undergoing in-service TESL courses were actually teaching and attending lectures part-time at TTC. The representative of the Singapore Ministry of Education further pointed out that school inspectors observed such teachers in actual teaching.

The representative from Singapore TTC clarified that the general teacher-training course included 30 hours of TESL lectures for full-time trainees.

The representative from the Singapore Ministry of Education pointed out that there could be further refresher courses in TESL to meet the future needs of teachers in this field.

A member of the staff of RELC asked if TEP could be adapted in parts for refresher courses. A consultant asked the Seminar to consider whether or not there was anything in TEP that rendered it ineffective as a teaching device. He also asked the Singapore representatives to consider whether they would use TEP for a TESL training programme if it were shown that TEP could train the 1250 teachers in a shorter time than the 4-year period required under present teacher training programmes. To this the Singapore Ministry of Education representative said that it was not possible to train all these teachers in large groups as personnel to supervise their teaching would not be available. The TTC representative said that it was necessary to convince teachers that the new method (Oral Approach) was better than the traditional method of translation before they would make use of it in the classroom.

During the discussion, it was suggested that one possible reason the trainees did not use TEP techniques in their classes could be that the Singapore trainees observed by the RELC team at the time were teaching in English-stream schools. The Singapore counterpart pointed out, however, that four of the nine were actually teaching in non-English-stream schools. Another reason suggested was that there was no feedback in TEP. Still another reason was the possible lack of indication in TEP on how to incorporate syllabus materials and local textbooks into the TEP technique of presentation.

1.6 THAILAND

I. A need for additional TESL training courses in Thailand:

a) We need the additional TESL training courses for both experienced teachers and prospective teachers.

b) Experienced teachers who lack either the knowledge of their subject or the techniques of teaching or both at any level and in every type of school need additional TESL training courses.

c) Prospective teachers being trained at universities, The College of Education and teachers training colleges also need additional TESL training courses.

d) Over one thousand teachers need this training and over one hundred teachers will take the training in the next few years.

II. Subjects that will meet the needs of teachers:

The following subjects will meet the needs of prospective teachers and experienced teachers:-

1) Teaching methodology.
2) English phonology.
3) English grammar (descriptive grammar only).

4) Language testing.
5) Audio-visual aids.
6) Educational psychology.

III. Considering TEP in the present situation of teaching English in Thailand:

a) Methodology

Theoretically - It can be beneficial and useful for English teachers. The basic principles are clearly presented in the films.

Practically - It is quite difficult to follow because of different classroom situations, but it can be applied and adapted.

b) Phonology

It has complete subject matter, but specific lessons need to be added for pronunciation problems in Thailand.

c) Grammar

Descriptive grammar is helpful and useful, but transformational grammar needs to be revised or simplified. It might benefit the qualified teachers to understand the structure of English language better.

d) Language testing and Audio-visual aids

These can help teachers teach more effectively, but there is need for practical exercises.

IV. Practical Consideration:

a) Language laboratories are already available in many institutions in Thailand such as the seven universities, four military academies, twenty teachers training colleges and some of the secondary schools. Tape-recorders are available almost everywhere.

b) Maintenance problem: Technicians are available where the language laboratories have been set up.

c) TEP may meet some resistance because of its cost and its new conception.

d) TEP can be applied to the present situation of teaching. It will be very beneficial to our teachers.

DISCUSSION

The Seminar noted the levels at which additional TESL training courses were needed in Thailand, the subjects that would meet the requirements of those teachers undergoing TESL training courses, and the practical considerations that had to be taken into account.

1.7 VIETNAM

I. In Vietnam we need additional TESL courses at many levels for the following:

a) Teachers of English in high schools, technical schools, The Army Language School, The Air Force Language School, The Navy Language School, The V.A.A. Chain English Schools and hundreds of private English schools.

b) Prospective teachers being trained at Saigon University, Hue University, Can-tho University, Dalat University, Van Hanh University.

c) As most of our teachers are improvised ones, they have neither linguistic background nor teaching experience, most of them need additional TESL courses.

II. What subjects are needed for each category of teachers?

a) The improvised teachers and prospective teachers need all these subjects. Teaching methodology, English phonology, English grammar (Descriptive grammar only) Language testing and Audio-Visual Aids.

b) For qualified teachers of English trained at different universities, additional courses of language testing and teaching methodology are needed.

III. How good is TEP for our present situation of teaching in Vietnam?

a) Methodology - TEP methodology, as it is now, can benefit teachers without any experience in teaching. The basic principles of TESL are clearly presented in TEP films.

b) Phonology - This successful part must deserve warm praise and benefit teachers of all levels.

c) Grammar - Descriptive grammar is useful for prospective and improvised teachers and transformational grammar may benefit qualified teachers for a better understanding of English structure.

d) We wish that the audio-tapes prepared for the Intensive Course in English, English for Today, English 900 were on the Vietnamese bookstore shelves.

IV. Practical Considerations:

a) Equipment

1. Equipped with a language laboratory: The Saigon Language Center, The Army Language School, The Air Force Language School, The Navy Language School, Saigon University, Hue University, Dalat University, Can Tho University, Van Hanh University, Vietnam Military Academy.

2. Equipped with tape recorders: some high schools in big cities, technical schools.

3. No audio-equipment: district high schools, a number of city high schools.

b) Maintenance problem: Technicians are available everywhere in Vietnam.

c) TEP can meet with some reluctance because of its new conception but will be welcomed after more serious consideration.

d) TEP is very beneficial to our teachers in the present situation.

DISCUSSION

The Seminar noted the situation in Vietnam as regards TESL training courses and the subjects that were needed for each category of teachers. It also noted why TEP was good for Vietnam and the practical considerations that were raised.

2. Summary of Views of Research Counterparts

I. Is there a need for an additional TESL course?

1. Indonesia Yes

   A. Ford Foundation Program is helping Junior Secondary School Teachers but there is widespread need to provide additional training for teachers in Senior Secondary Schools and higher level institutions. Both initial and in-service training is needed.

   B. Limitations on use would depend largely on facilities made available.

2. Laos Yes

   A. Future graduates of the College of Education in Vientiane would use such a course.

   B. A relatively small number - 40 in next few years.

3. Malaysia Yes

   A. In-service courses needed. New teachers get TESL already.

   B. A large number 1000 (perhaps several thousand)

4. Philippines   Possibly

   A. There is a widespread attempt to provide TESL training to all teachers who need it. The Philippines would be interested in a course that would contribute to this program.

   B. A good course might be widely used.

5. Singapore   Possibly

   A. Supplementation of TTC program, particularly with phonology, is a possibility.

6. Thailand   Yes

   A. Widely needed

   B. A large number, over 1000

7. Vietnam   Yes

   A. Widely needed

   B. Fairly large numbers

II. Are the subjects in TEP the ones that SEAMEC countries would need in TESL courses?

Yes, except perhaps Transformational Grammar in certain cases. Also mentioned were

1. More on Testing
2. Evaluation of textbooks
3. Intensive remedial work to improve the teacher's English
4. Teaching of reading (additional?)
5. Preparation of instructional materials
6. Educational psychology

III. Will TEP courses meet these needs?

A. Methodology

1. At least revision is needed:
   including
   - a) Rationale before drills
   - b) Directed at realistic ages and class sizes
   - c) Better acting - livelier techniques

   (Mentioned by Laos, Malaysia, Thailand, Vietnam)
2. Major changes in approach also needed (Philippines)
3. No: Singapore

B. Phonology

All want local adaptations

Also, suprasegmental section should be improved.

C. Grammar

1. Considerable dissatisfaction with Transformational Grammar
2. Conventional Descriptive is somewhat confusing - needs revision
3. Perhaps a different approach is needed?
   a) Survey of grammars?
   b) One combined grammar?

D. Testing and AVA

1. No changes requested by Indonesia, Laos, Malaysia?
2. Expand Testing for higher level courses (Philippines)
   Add practical exercises (Thailand)
   Writing tests, etc.

E. Problems

Individual but surmountable.

Would require careful planning for acceptances, maintenance, syllabus and material coordination, examinations, etc.

In a few words: A good program of TEP type would be welcome. Before implementing TEP there are two types of modifications suggested by RELC Tryout.

A. Content modifications

B. Supplementation by appropriate back-stopping:

   1. Classroom observations
   2. Perhaps coordination of materials in some cases.

These will require further development and study.

REPORT ON THE TEACHER EDUCATION PROGRAM (TEP)

by

Mrs Rumbajan Pakasi

Research Counterpart from Indonesia

0. Introduction

1. I think it necessary to begin with some introductory notes before getting involved in our immediate problems. They may clarify items in the report which might be obscure or confusing.

After rushing through the materials - two months is too short to get at a really reliable and trustworthy account of them - I have arrived at two major conclusions:

1st. The English Departments of IKIP's (It.2.) are not unfamiliar with any of the units of TEP. Although these departments differ as to the level or quality of English instruction, subjects such as Linguistics, Teaching Methodology, Applied Linguistics etc. have found a place in the curriculum of these schools.
The English Department of Malang IKIP has offered specified courses in Linguistics, Teaching Methodology and other subjects that have bearing on language teaching since 1961 or even earlier.
I do not mean to say that Indonesia does not need TEP.

On the contrary, it will be enthusiastically welcomed by many of the English Departments, also by the so-called established and more sophisticated members. Here TEP materials may serve as supplementary materials, or as a remedial means in the teaching of certain skills.

2nd. I found good features in TEP.
The TEP materials as a unit contain all the elements a teacher of English should know. The simple way the materials are presented will make them accessible for any prospective teacher to get into the secrets and techniques of language teaching, provided she has already an adequate command of English for her to be able to understand the instructions written in the workbooks or given orally from the tapes or films.
If the trainee starts with a positive attitude towards the course, and if she is convinced that she will have learned much by the end of the course she will surely leave with more security and be well informed about the teaching of English or the teaching of languages in general.
Another good feature is the scoring and grading of one trainee's performance in an exercise. The norms of doing excellently, fairly well or whether she has to do the lesson again are fixed in advance. Compared to the grading done in regular courses, in which teachers

measure the students' achievements by their own subjective, inconsistent measuring sticks, this has certainly the advantage of being objective and decisive for the different degrees of achievement.

2. It is of importance to include here the aim of English Instruction and the role English plays in Indonesia.

   A. English has been declared the First Foreign Language to be taught in schools in Indonesia and is compulsory in all secondary schools.

   B. The purpose of Teaching English in Secondary Schools is: to enable the students to have "advanced reading ability". That this statement, made long ago, is very flexible, is proved by the materials for the junior secondary school which all aim at oral mastery of the language. However, this statement has never been withdrawn, and that the curriculum designers and many senior secondary school teachers still have this objective in mind is revealed in the amount of hours allotted to the teaching of English in these schools. Also in universities English has the function of enabling the student to read English reference books on his field of study.

I. A.1. As pointed out in the summary, TESL courses are needed by the majority of English teachers in active service at the schools mentioned. In I A.1. a) I have intentionally used the word "senior". For the teachers in the junior secondary school, a two-year program and a joint project of the Ministry of Education and the Ford Foundation is being carried out by a body of experienced teachers, who travel from one region to another to give in-service training courses to teachers of the junior secondary schools. The program aims at professional improvement of the teachers and the introduction of the so-called Salatiga-materials (oral approach) to be used in the junior secondary schools. We cannot and do not want to interfere with this program, unless it is suggested or even thought necessary by the Ministry of Education.

2. The teachers of English in these schools are either IKIP graduates or old-style teachers. The latter have usually an excellent command of English and many of them have had TESL training abroad. Their only fault is that they do not have an open mind for and do not believe in the newer insights of language teaching. For their failure they usually blame the teachers of lower level schools for not having prepared the students from the junior school for the continuation of their study. They are the hardest teachers to deal with.

Partly they are right there, since the linguistic approach is difficult to carry out in schools whose aim of English instruction is to arrive at the comprehending skills only and the allotted time for instruction is two lecture hours or twice 45 minutes a week.

Students of these academies and faculties who feel the need of more than just understanding English take private lessons, but this is the privilege of a few well-to-do people. The grammar-translation method is therefore thought of as the appropriate way of teaching English.

These teachers need badly to follow refresher courses in order to be acquainted with the current revolution in English teaching.

3. At the beginning level of the English Departments of the Faculty of Language and Letters, English instruction is the linguistic method, so as to ensure that the student has mastered all the basic structures of English before he is brought to more advanced skills. Teachers of English in these schools need to be instructed in applied linguistics in refresher courses.

4. This is also true for many teachers at IKIPs. A survey made by the English Department of Malang IKIP early this year to start its duty as a feeder college has revealed that many of these teachers know a lot of linguistics and how findings of linguistics are applied to teaching today, but they know these only in theory and are not quite convinced of the success of this method. They need TESL in refresher courses.

E.1. Little is to be said on I E.1. It is a common phenomenon all over the world that certain schools or universities are outstanding while others are just mediocre if not poor. Outstandingness depends on so many factors, irrelevant for the matters to be discussed here. The more remote schools are the less chance they have to keep up with modern teaching procedures. TESL is necessary for the teachers of English in these schools.

2. In this section I am trying to describe the role of the Institute of Education (IKIP) that is in charge of the supply of teachers in Indonesia. Study in any of its departments is specialization in a field of study. Graduates of these departments will teach in the secondary schools.

Almost all IKIPs have an English Department which produces teachers of English. Contrary to the general aim of English Instruction the future teacher of English has as the first requirement proficiency in English both oral and written, and as such he should be taught the four skills he should master for his teaching performances later. Knowledge of teaching methods, applied linguistics and the educational sciences is required. It is here that the materials of TEP will find a proper place and appreciation.

C. As far as I know the Ministry of Education does not have any planned program to supply a fixed number of teachers within a fixed time so as to overcome the shortage of teachers. As I see it, it is not the lack of teachers that is the major problem we are facing but the lack of well-qualified, competent teachers.

Many of the secondary school teachers, although qualified according to their degree or diploma,lack confidence in their linguistic competency, and this attitude is usually reflected in their classroom performances and the results of their teaching. This insecurity tends to make them confine themselves to the grammar-translation method which is easier for them.

All these teachers should be given an opportunity to take TESL training.

II. In the summary I have summed up the minimal number of subjects that should constitute the basic knowledge for teachers of English. I should like to add some more, like courses containing intensive instruction for those teachers whose proficiency is judged inadequate for the levels at which they teach.

III. Does TEP meet the needs mentioned in II?

Let me try to give a satisfactory account of my findings on the different units in TEP.

1. Methodology as it is presented in TEP contains the following: Testing, lesson planning, scheduling, preparing materials, audio-visual aids and their usefulness in teaching, textbook evaluation (English 900). These are all necessary for the prospective teacher to know before he enters the actual teaching job so that he can face problems he has to tackle on his own with more competency.

   The unit on Classroom Teaching contains teaching demonstrations in which techniques are shown to teach the different skills. The trainee is given ample opportunity to practise the techniques and to interact with students in the film.

That this interacting sometimes creates humourous situations does not diminish the value of the teaching practices.

Others might say that these machines will produce automatons, an opinion I do not share at all. The suggested gestures to accompany the drills may be called automatic, yet they will save the teacher a lot of energy and prevent her from calling "you" and "you". The lifting up of the two hands is perhaps more meaningful than the repetition of "all of you" etc. There is no danger of the trainee of becoming an automaton. That she will face a different, less ideal classroom situation in actual teaching is another question. Suggestions as to how to handle large classes of 50-60 students and to give each student the proper amount of oral, individual practice to form the desired habits should be added in Workbook III since this is a common problem in Indonesia. The techniques she learns, and the steps to be taken in a drill will surely be helpful for her in her teaching.

I also request that you read the first paragraph in Section II of the Summary, commenting on Workbook III as additional information in this section.

Another good feature that will meet the needs of the teachers is the models in the film. We do not have native speakers to be models in the schools, in-service training and refresher courses. The models in the films and tapes are constant in intonation, speed, rhythm, etc. These are things badly needed in drills. Having these models will meet our needs.

I therefore recommend these parts of TEP and suggest their adoption in TESL.

Phonology. An examination of Workbook I, watching the films, listening to the tapes reveals that this unit covers all sounds distinctive in English. However, if these materials were to be used in Indonesia they should undergo major changes in order of presentation of the phonemes, rearrangements in the pairing of phonemes. The number of exercises should be determined by the difficulty of the problem. The arrangement of the phonemes should be based on comparison of the two sound systems.

Examples: 1). The exercises on the phonemes /a/ and /ɔ/ are not necessary for Indonesia students.

2). More exercises should be devoted to the discrimination between the vowels /i/ and /iy/, /ae/ and /e/, /u/ and /uw/, the consonants /b/, /d/, /g/ in final position since they do not occur in the same position in Indonesian.

3). The clusters /sl/, /sk/, /str/, /spl/ in initial position are very hard for the Indonesian student to pronounce.

He needs exercises in this special distribution of these consonants.

I am also suggesting corrections of certain cases, such as including phonetic qualities of sounds within square brackets [kʰeym] . It has become a convention that slant lines are used for phonemic writing and square brackets for phonetic values of phonemes [kʰ].

TEP phonology has also its good features. The careful, lengthy descriptions, the repetitions and reviews will benefit every student, even the slowest.

Another good feature is the variety of types of drills. They lessen boredom.

A third one is the models given by a native speaker.

As said above, this phonology should conform to the need of every country.

Grammar In the summary I used the word misconception. I might be wrong in this, and if so, I ask to be corrected. It is like this: The grammar materials as they stand are a sort of compromise between traditional grammar and modern descriptive and transformational grammar.

The descriptive grammarian has as his objective the description of forms and combinations of forms to arrive at meaning. So, he describes English Grammar on the base of forms he observes, and not on the base of meaning. To quote a sentence from H.A. Gleason's Introduction to Descriptive Linguistics, page 94: "But if our understanding of structure is based on meaning, and our understanding of meaning is based on structure, we are in a most vicious circle." TEP grammar has made a lot of use of lexical meaning to explain certain grammatical phenomena. The five signals of grammatical meaning are sufficient to explain structures. They are even redundant sometimes.

Another one lies in the tackling of the transformations. One of the rules transformational grammarians follow is to rewrite one item (representing a phrase) at one time or step.
This rule has often been violated in TEP.
However, I admit that this TEP description of English Grammar is all-covering. The scramble exercises, the repetitions, the reviews all aim at the mastery of English Grammar by the teacher-student. The transformations cover all, if not all, of the transformations the teacher should know in teaching the structures to her students.

With this I have covered all I have to say about the materials. If the materials are to be used in IKIP's we must necessarily break them into parts. Some have to be taught at the undergraduate, others at the graduate level.

IV. A. As indicated in the summary, there are only six language laboratories in Indonesia. Malang IKIP is the owner of one of them. Among the other five, one is the property of the National Academy of Navy and another is the property of the State Academy of the Merchant Fleet.

The language laboratory of Malang IKIP is of the combination type. It has twenty-one booths each of which is equipped with a tape-recorder.

It would be ideal if Malang IKIP could equip its laboratory with at least one film projector plus the films on teaching techniques.

Many people including teachers, possess tape-recorders, but not many schools have the privilege of owning one. In the remote areas especially teachers know this instrument only by its name. And even if a teacher would like to use his own tape-recorder for his teaching, considerations on costs would prevent him from doing so.

B. It is true that maintenance of laboratory equipment is a major problem. However, we have owned our laboratory for about four years, and we have managed to keep it in good condition, though during these years we have been compelled to move the laboratory twice. We have many unlicenced technicians among us. When in need people are apt to become inventive. Some months ago an AID travelling technician visited our laboratory. He came in the midst of our removal and the laboratory was being dismantled for the removal. He gave us tips for the reassembling and advice for the maintenance.

C. I am sure there will be some resistance on the part of educators because of the machine-like features of TEP, and because these machines claim to have the power to replace teachers. But this is prejudice. From my observation I cannot believe that these machines are able to do all the duties of a teacher. They can, however, be of great help to the teacher, especially in teaching a language in cases where there are no native speakers of the language.

D. Would TEP trainees be able to apply the techniques they have learned?

This largely depends on the trainees themselves. As I have said earlier in this report, personal attitude contributes much to the acquisition of matters being learned. Differences in the teaching situations in TEP and in reality will be a problem.

I therefore refer you to my suggestion in section III p. 102 of this report.

In the introduction I have tried to explain that these techniques of teaching have been incorporated in the teaching materials for the junior secondary schools. There might be resistance, but this usually arises from ignorance and prejudice toward innovations. With the suggested changes in mind I conclude with the recommendation that these materials be used in TESL.

REPORT ON THE TEACHER EDUCATION PROGRAM (TEP)

by

Madame Thonglouy Inthavong

Research Counterpart from Laos

I. In my country there is a need for additional TESL training courses at two levels:

1. For the initial training of prospective teachers in beginning level courses.
2. For the in-service courses for experienced teachers.

Teachers who need additional TESL training are the future graduates of the English Section of the College of Education in Vientiane. These prospective teachers will teach English as a second language in the secondary schools in the Kingdom of Laos. The College of Education is the only institution in Laos where TESL training is given, and is supported by the Government.

I do not have any idea as to the specific number of teachers who need this training at present and in the future. Assuming the training course were available there should be around forty trainees who would take it in the next few years.

II. The following subjects should meet the needs of Lao teachers of English:

A. Teaching Methodology (Oral Approach)

B. English Phonology (phonemic transcription)

C. English Grammar (descriptive and transformational)
D. Language Testing
E. Audio-Visual Aids

Regarding English Grammar, I think that both descriptive grammar and transformational grammar should be helpful for teachers of secondary school or college level; however, transformational grammar would not be useful to teachers at primary level because of its complexity in using the formulas.

III. Methodology

I feel that the TEP approach in teaching methodology cannot be applied at the beginning course level and in all classroom situations. First, because at the beginning level students do not know any English and cannot ask questions in English. They will not understand the language point taught just mimicking the teacher unless the latter can translate into their native language. In the TEP film I think the students had learned some English before they took the course as they could ask questions in English. Here in Laos most of the teachers of English are native speakers of English, and not all of them know the Lao language, and we use some of the TEP approaches, but the procedures for drills are different. We use the "Situational Method", i.e. language is learned through the use of meaningful classroom situations whereas in the TEP, structures are introduced through drills. We believe the more meaningful the learner's experience the easier he learns the language. Second, the method cannot be applied in all classroom situations for English classes in most South East Asian countries are larger than those seen in the TEP films. I think that it would be helpful if TEP could provide some additional instructions on how to teach English in larger classes and at primary level because the majority of the trainees who have under-gone the course teach English at primary level. For this reason, I believe the classroom situations in the films are far from being ideal. Therefore, I would like to suggest that the study on Methodology be clearly divided into two sections: one for the teachers of English of primary level and the other for those of secondary level. Finally, I would like to suggest that the learning of methodology precede the viewing of the film on this subject and the practice teaching section because in the TEP the process is reversed. This seems to be odd, for the trainees practice teaching before they learn the method of teaching.

2. Phonology

The section on phonology should also be useful in meeting the needs of the teachers enrolling in both initial and in-service training in TESL.

The trainees come from different countries in the region and their English language background is either

British or American; therefore, TEP should include both British English phonology and American English phonology in order to meet the differences in language background. For example, the trainees with British English background had some difficulties in transcribing the American speech. For myself, I did not have much difficulty with the transcription and the phonetic symbols used for I had learned the same symbols during my training in Laos; but I feel that more exercises on the critical sounds and suprasegmentals should be provided for further reinforcement.

3. Grammar

I feel that some parts of transformational grammar are too technical for the trainees. The formulas are quite complicated to understand and difficult to remember. To solve this problem, I feel that much time would be required, and the lessons would have to be carefully organized.

4. Testing and Audio-visual aids

Testing and Audio-visual aids are also useful in meeting the needs of teachers taking TESL training. These two processes of teaching a foreign language are very important. I do not have any specific suggestions on these two sections.

IV. Most of TEP could be run in a language laboratory or even with only a tape recorder. But methodology could be better taught in a classroom situation.

In my country of Laos, a language laboratory is already available. Perhaps it will be impossible to use TEP in Laos because laboratory technicians or other suitable personnel are not available to maintain the variety of complex machinery necessary for the full programmed TEP course.

All education authorities in Laos have little knowledge of what programmed learning is in general. This new idea of Teacher Education Program is not heard of by many educators; (usually, educators are not always ready to accept new ideas) therefore, I anticipate some resistance on their part. TEP trainees would be able to apply the techniques they have gained, but there would be difficulties in applying the methods taught in TEP because the emphasis in the course at present is meant for teaching English at the secondary level; however, English is taught at both primary and secondary levels in most of South East Asian countries.

Conclusion

The Teacher Education Program, which involves using machines, films, taped courses, and workbooks, is promoted as a way to solve the teacher shortage. Yet its result is a greater need for better-prepared teachers. This program is an outline of the major areas the language teacher should understand and be able to teach effectively.

In attempting to use this great modern equipment, we have a long way to go before it can be fully used in some Southeast Asian countries like Laos. Our general impression of the program itself has been based on the materials. The TEP machine would surely cost a lot if it were to be placed in any classroom. Unless its cost can be reduced to what my government can really afford without any foreign aid, I still believe that the live classroom situation is more practical. It is presently irreplaceable, considering that it will take a long time before the materials can be fully accepted and become effective.

REPORT ON THE TEACHER EDUCATION PROGRAM (TEP)

by

Abdul Halim bin Haji Abdullah

Research Counterpart from Malaysia

A three-month observation of TEP is not adequate enough to gauge the advantages and limitations of TEP, and how and where it may prove to be fully effective in Malaysia. However, based on the questions suggested by the TEP Research Supervisor, here is a brief report.

Additional TESL training in Malaysia is required for in-service (refresher) courses for experienced teachers. TESL training is being given to prospective teachers in the various training colleges. TESL training in these training colleges started about 10 years ago, and now in all primary and secondary, vocational and trade training colleges/centres, where teachers of non-English stream schools are being trained, TESL training has become an integral part.

It is very difficult for me to mention specific regions of the country where TESL training is required because of geographic conditions and locations of schools, both primary and secondary. In Malaysia schools have sprung up in urban, rural, and very rural areas, and these schools are staffed by teachers trained in training colleges/centres or trained under other schemes. We can safely say that teachers who need this training are those teachers who are proficient in English and are teaching English as a second language but who have never had any TESL training. There are also teachers, who by virtue of their academic and professional qualifications, and their proficiency, teach English as a second language because of shortage of suitably qualified teachers, even though they have had no TESL training. These teachers are those who have been trained in Malay, Chinese, Tamil and English for primary and secondary schools and whose basic academic qualification is the Overseas School Certificate. Apart from these there are also teachers who were specially trained to teach English in vernacular schools before TESL training in its new concept and approach was started. All these teachers either need TESL training or additional TESL training to familiarize themselves with the latest trends and techniques in TESL training.

To mention exactly the number of teachers who need additional TESL training is for me a tall order because facts and figures on their number are not easily and readily available, but it is impossible to gauge the approximate number when we take into account the fact that in the in-service courses given to teachers of English and Malay Secondary Schools this year 1,024 teachers from 285 schools have so far attended, and that the number of primary Malay, Chinese and Tamil schools where English is being taught as a second language is far greater than the number of Malay Secondary Schools.

TESL training so far carried out in Malaysia, either at training college/centre level or at in-service level, has included subjects such as Methodology (Structural approach), Phonology, Testing and AVA. Grammar is not taught as a separate subject because those teachers of English possess the Overseas School Certificate in which English is a compulsory subject. In their training grammar is considered as "incidental". In order to meet the needs of proper TESL training for those teachers mentioned above, the ideal subjects to be included would be Methodology, Phonology, Grammar (descriptive and transformational), Testing, AVA, and English co-curricular activities.

TEP will definitely meet the needs mentioned above and sections on Methodology, Phonology, Grammar, Testing and AVA should be retained.

Methodology as it stands now is very useful to those teachers who have had no previous TESL training and also those teachers who have had other training and need additional TESL training in order that they can keep up with modern methods, techniques and approach to the teaching of a second language. In this section it is observed that methodology is preceded by classroom teaching.

It would be more practical and logical if methodology were to precede classroom teaching because it would be rather difficult to expect a trainee to apply whatever teaching methods he had yet to learn. In the approach to teaching, TEP uses a classroom situation consisting of adult pupils. Those adult learners need a certain approach in learning a second language. On the other hand, trainees who undergo TEP normally teach children who because of their limited experience and background need a totally different approach. I think that the classroom situations in TEP films should be more realistic to meet the real needs of teachers.

The section on Phonology is adequate for teachers, and this section is specially useful both at in-service training and teacher training college/centre levels because I consider Phonology a weak link in TESL in Malaysia. Teachers tend to think that their proficiency in the language and their ability to teach English either as a first or second language are enough assets in the classroom, unaware of the fact that phonology is "basic" in any language teaching and learning. If we consider that certain groups of foreign language learners have their own specific pronunciation learning problems and that those problems vary from region to region depending on the influence of the learner's mother tongue, TEP should reconstruct some parts of this section and the relevant exercises to meet the specific needs of a certain group. To achieve this a study of the contrastive sound systems of Malay, Chinese, Tamil and English and the difficulties in pronunciation of groups of Malay, Chinese and Tamil pupils should be made. Certain sounds which are non-existent in these three languages should be given emphasis and exercises to overcome these pronunciation difficulties should be included.

The Grammar section is the one that is of the greatest need in Malaysia as background knowledge, because though grammar, either traditional or transformational, may not be directly useful to the teacher in the classroom, knowledge of it is a great asset. As it is in Malaysia, the teaching of grammar, in the training colleges is "incidental", but in schools formal grammar is taught. If there is need for any modification in this section I suggest that it should be made simpler, because as it is now presented in TEP it is too technical, hence too difficult. Most, if not all, teachers in Malaysia have been taught traditional grammar while they were in school or in the training colleges, and so they would find transformational grammar difficult. I am not in a position to suggest how transformational grammar should be presented so that it would be more easily absorbed but I think the experts should be able to suggest a better approach.

The section on Testing is useful to teachers who undergo TEP, especially those who have had no previous TESL training. Language testing, as it is being done in most schools in Malaysia is either too formal or too informal, resulting in teachers not being able to assess the pupil's real weaknesses. Furthermore it fails to reveal areas that need re-teaching or more drill, provide a basis for grading or indicate the effectiveness of the teacher's methods. TEP gives guides on all these and also gives the types of tests, what language tests should cover, and how to construct classroom tests. I am not suggesting any modifications for this section because I believe that it is good.

As teachers tend to forget, and fail to be convinced that Audio-Visual Aids play very important parts in the teaching-learning process, I feel that this section on AVA is very useful. The importance of AVA in TESL should be emphasised and TEP has done so, in a rather comprehensive way, making reference to charts, cards, tape-recorders, films, etc. These references would meet the needs of teachers in Malaysia. The only modification I would suggest in this section is the method the materials are presented in TEP. It is rather frustrating for a trainee to have to turn the workbook back and forth not less than six times in order to get at the materials. Furthermore the slide question-and-answer method is rather unreliable because it rests solely on the integrity of the trainee. I would suggest that the materials in this section be presented in a normal way, with relevant exercises.

Although there are a number of training colleges/ centres in Malaysia only one of them is known to have a language laboratory, and even then, in this particular college teachers are being trained to teach English as a first language. Tape-recorders are available in the other training institutions and in almost all schools.

Should TEP be installed in any area in Malaysia the major problems would be maintenance and suitable personnel. The question of whether TEP would be accepted by educators and other authorities depends on many factors including its effectiveness, costs, maintenance, geographical conditions, location of schools, and most important of all on whether it can economically replace a live classroom situation. The content of TEP should not be one of these factors because it is really instructional.

I feel certain that trainees can apply what they have learned in TEP in their own classrooms, because the program is self-paced and self-instructional. In Malaysia the TEP materials will not conflict with the syllabuses because both are basically the same. Local principals too will not object provided they can meet the cost of TEP.

Finally, I believe that TEP is a bold venture in the field of second language teaching and it may go a long way as a means of training potential teachers and in in-service courses, but it can only prove effective if:

a) what the trainee learns from the course will be worth the total cost of maintenance, installation and other incidental expenses such as teachers' allowances, transport, etc.

b) the machine can be modified to cut down cost.

c) local needs can be included in the programme.

d) the modified machine can be set in a mobile classroom, to allow it to be moved from place to place and thus be used in various parts in Malaysia.

REPORT ON THE TEACHER EDUCATION PROGRAM (TEP)

by

Miss Carolina S. Rionda

Research Counterpart from the Philippines

The recent emphasis on Teaching English as a Second Language (TESL) has had an impact on the general educational system in the Philippines. The development of the TESL approach to English teaching has spurred the English teachers and supervisors to concentrate on learning and implementing this approach. For more than a decade now, TESL has been used in English instruction in almost all public schools. And lately, even private institutions have shown interest in implementing the TESL approach as evidenced by the English seminars and workshops they hold.

Because of the growing concern for and interest in improving English instruction, schools all over the islands including teacher-training institutions, feel that additional TESL training courses are needed in:

1. initial training of prospective teachers in colleges and universities

2. in-service training of newly appointed teachers who have had no experience in teaching and in refresher courses for experienced teachers

3. higher degree courses such as those offered in the M.A., M.Ed. and M.A.T. programs major in second language teaching.

In the B.S.E.Ed. (Bachelor of Science in Elementary Education) program offered at the different normal schools, all would-be elementary school teachers are required to take TESL as one of the professional courses in the curriculum. In the College of Education of the University of the Philippines for example, B.S.E.Ed. students are required to take Education 100 - Phonology and Grammar of English, and Education 148, where teaching English as a second language in the elementary grades is taught as one of the methods courses besides the teaching of science and Philipino. The B.S.E. degree, major in English required of would-be secondary school teachers of English offers courses in TESL either as elective or as required subjects. In the U.P. the methods course is TESL-slanted.

The graduate programs of the University of the Philippines, Philippine Normal College and Ateneo University offer Master of Arts major in language teaching, Master of Arts in Teaching English ad a Second Language and Master of Education with specialization in second language teaching. In addition to these, the Philippine Normal College has a 20-unit certificate program in language teaching.

Regarding in-service training courses in TESL for experienced and new teachers, the Division of City Schools in Manila has been conducting a series of in-service training for both elementary and secondary school teachers of English for the past ten years. Supervisors, administrators and English teachers who have had TESL training handle the courses.

Each in-service training phase which requires about 40 hours to complete, is capped by demonstration lessons performed by teachers and followed by evaluation during the post-conference period.

The Bureau of Public Schools has tried to reach as many teachers in TESL training as it can. To make this possible key people in different school divisions all over the Philippines have been trained. They in turn held in-service training and workshops in TESL in their respective divisions. Of the 68 English supervisors, only about ten have had no training but these people are about to retire.

It might be interesting to mention here that the University of the Philippines and the Bureau of Public Schools have jointly sponsored the training of outstanding teachers of English in second language teaching under a ten-year Advanced English Teacher-Training Program in the U.P. Institute for Language Teaching. Under the terms of the agreement, the Bureau of Public Schools sends selected teachers for this training to the U.P. Peace Corps volunteers usually take over the classes of these U.P.-B.P.S. scholars. After the training the teachers return to their respective divisions to assist in the promotion of better instruction in English. These teachers either hold seminars or workshops or conduct in-service training for English teachers in their school divisions.

All English teachers in elementary, secondary and collegiate levels in both public and private schools need TESL training - elementary and secondary school teachers to teach English as a second language effectively and college teachers to train prospective elementary and secondary school teachers of English.

Key people should also be trained for the purpose of supervising English instruction and training teachers.

Teaching methodology, English phonology, English grammar and language testing will meet the needs indicated above. Besides these, a sound TESL program should also include courses in the teaching of reading in second language situation and preparation of instructional materials which may include preparation of audio-visual aids.

Each section in TEP as it now stands will not fully meet the needs discussed earlier. Modifications must have to be made before a particular section could serve its purpose.

The following suggestions might help in improving the content of TEP for its effective implementation.

Methodology

The simulated classroom situations shown in TEP films are far from ideal to meet the needs of both prospective and experienced teachers of English in the Philippines.

It should be recalled that the students TEP uses are enrolled in an intensive course in English where the learners have to learn the language within a short period of time. In this connection, it should be noted that in general we do not teach English to adult students at the beginner's level. In the Philippines, English as a second language is taught from the first grade (primary 1) on. The intensive method used by TEP therefore might not be feasible for our elementary and secondary schools. TEP employs choral repetition in practicing English sturctures among adult foreign students. In most likelihood emphasis on choral repetition might lead to a reinforcement of the misinterpretation among teachers of the principle behind repetition in pattern practice, i.e. that TESL simply uses teaching through meaningless repetition. Among the misinformed, the "Repeat-after-me" type of pattern practice was the dominating concept in the teaching of English as a second language in the Philippines. As a matter of fact, the

"Repeat-after-me" type of pattern practice was used even in secondary schools. As Professor Samonte points out in her article Misconceptions in the Teaching of English as a Second Language in the High School, "this practice could be traced to the mistaken notion that applies on the elementary level works on equally well on the high school level."

I just wonder what will happen if secondary school teachers of English in the Philippines will adopt the method that TEP employs to Filipino high school students.

For the beginner's level (usually taught by elementary school teachers) the repetition techniques might work. But then, would these suffice to make learning a second language interesting? Surely there are other ways by which English as a second language can be taught effectively. And these teachers should be exposed to as many varied ways of presenting the language structure as possible.

Contextual presentation is one of the methods used in the aural-oral approach. The contexts or situations must be meaningful and varied to facilitate effective language learning.

Teachers in elementary and secondary schools should be encouraged to use the situational approach in language teaching. Meaningful contextual materials such as anecdotes, letters, poems, stories, advertisements, and diaries can be used in teaching English structures.

For economic reasons, large classes are the rule rather than the exception in the Philippines. It is not unusual to see a class consisting of 40 to 60 pupils. Compared to this is the class used in TEP films where only five or six students comprise the class. Will this not prove frustrating for a teacher to see that the existing classroom situation is not genuinely represented? As a consequence to this, the teacher might be blind to the merit of the approach or might even react to it negatively such that he considers the approach workable only because there are few students involved.

Films representing actual classroom situations in the elementary and secondary schools could be a possible solution.

The pattern drills that follow the presentation of the structure should not be mechanical. It should be remembered that language is learned not through mere linguistic manipulation but through the use of meaningful classroom situations.

The phonology of English does not involve only a knowledge of phonemic transcription. What is basic for the teacher is to approximate the speech of the native speakers of English if he is to serve as a good model to his students. Both elementary and secondary school teachers of English need to acquire this skill. It should be remembered that the teacher's language is the model itself. How can an English teacher be able to develop good speech habits in his students if he himself is a poor speaker? Children are great mimics. They catch and imitate how their teacher speaks the language. Will it not prove effective if TEP reconstructs some of its pronunciation exercises to involve more practice on the critical sounds?

Ours is a country with diverse languages - Tagalog, Ilocano, Visayan, Pampango, Bikolano among others. Considering that certain groups of foreign language learners have their own specific pronunciation problems, and these problems vary from region to region depending on the interference of the learner's mother tongue, I have enough reason to doubt the validity of a single version of TEP.

Grammar

The grammar section could be modified to suit the needs of a particular group of trainees.

For the initial training of prospective teachers Part B of the grammar section could be deleted. For experienced elementary and secondary school teachers, a better way perhaps is to expose them to varied grammatical approaches: immediate constituent, tagmemic approach and others. Merely saturating them with transformational grammar might bring about a negative result.

An English teacher needs to have some linguistic background in grammar analysis to provide him with a knowledge of how linguistically sound instructional materials should be constructed for effective second language instruction.

Teachers who have had no such background merely follow blindly what the course of studies suggests. They do not discriminate between good and poor materials of instruction.

Regarding part B of the grammar section, some parts which are too technical for teachers who have had no linguistic background could be modified. A thorough revision of this section is recommended. Parts which have created confusion and disagreement among members of the staff and the trainees should be carefully reorganized, taking care to be consistent in the use of grammatical terms.

Testing

The section on testing may be adequate for undergraduate students but has to be expanded as to include some other aspects of a sound language testing program for experienced teachers and students enrolled in a graduate program. Sample testing materials and ways to construct them should be incorporated in the section. Testing elements of language: pronunciation, stress intonation, control of the grammatical structure of a foreign language and vocabulary should occupy a space in the workbook.

Language laboratories are available in some public and private teaching institutions in the Philippines. Some of them are fully equipped but some need complete overhauling as the machines are not working well.

The Bureau of Public Schools does not have a speech laboratory for teachers undergoing in-service training but live models are used instead.

Setting up a fully equipped laboratory is a problem and the maintenance presents another problem and entails heavy expense.

There are technicians to attend to these speech laboratories but hiring a full-time one might also be a problem as some institutions maintaining speech laboratories do not have adequate funds.

There might be some difficulties in applying the methods taught in TEP because of conflicts with local syllabuses, resistance from local principals, and lack of funds.

Some school administrators look at TESL with a mixture of disfavor and content and some even maintain that teaching English the second language way is but another fad and frill of teaching.

We have to face all these problems if we are to think of a possible way by which TEP could be fully and effectively implemented in any region of the country.

Nevertheless with revisions and better consideration of the needs of each SEAMEC country, TEP might prove a valuable aid in the preparation of effective teachers for better English instruction.

REPORT ON THE TEACHER EDUCATION PROGRAM (TEP)

by

Loh Peng Yim and Yuen Ngok Onn
Research Counterparts from Singapore

One of the objectives of the Seminar is to study the possibility of adopting all or parts of TEP by SEAMEC member countries.

With this specific objective in mind, the counterparts from Singapore have the following short report of our findings to present before the participants of this Seminar.

The Need for Additional TESL Training Courses in Singapore

The question of whether there is a need in Singapore for additional TESL training courses can best be assessed in terms of:

(1) The total number of TESL teachers required to meet the needs of schools;

(2) The existing facilities for TESL training.

Task Force of TESL Teachers in Singapore

In 1965, the Ministry of Education decided to implement the training of 1250 TESL teachers in special In-Service Courses at the Teachers' Training College over a period of four years (1965 to 1968).

Progress in the training of such teachers within the target date can be summarised as follows:

Teachers' Training College

In-Service Course of 90-Hour TESL Training

Year	Intake of Recruits			Successful Candidates		
	Category		Total	Category		Total
	Pr. Trs.	Sec. Trs		Pr. Trs.	Sec. Trs.	
1965	93		93	87		87
1966	225	178	403	182	157	339
1967	263	181	444	224	144	368
1968	269	126	395	(Course still in		progress)
			1335			

It can be seen from the training programmes that from 1965 to 1968, a total of 1335 teachers have been recruited for TESL training in the Teachers' Training College In-Service Courses. This shows that the target set in 1965 to train 1250 TESL teachers has not only been achieved but exceeded by 100. It is also clear from the high percentage of successful candidates each year that by the end of 1968 nearly all the Singapore teachers ear-marked for special TESL training in 1965 will have been trained.

Existing Facilities for the Training of TESL Teachers

Facilities in Singapore for teachers to undergo TESL training are provided by the Teachers' Training College:

(a) as part of the general course for the award of the CERTIFICATE in EDUCATION;

(b) as special In-Service Courses of 90-Hour TESL Training for experienced teachers who are teaching the subject.

Other training facilities also exist in the overseas institutions in the United Kingdom, New Zealand and the U.S.A. for suitable candidates to go for training on scholarships. Moreover, Nanyang University in Singapore is planning to conduct degree courses in TESL in the near future for undergraduates who wish to take up such studies.

In view of the fact that nearly all of the TESL task force will have the required training by 1968, and also taking into consideration the existing facilities which are adequate to meet the local need, we feel that there is no urgent need in Singapore for additional training facilities for TESL.

Whilst we do not consider that there is a need for Singapore in the existing conditions to adopt the present TEP in its entirety or in parts, we do feel however, that one section of the course material, at least, is worth looking into for consideration as supplementary material for use in the general teacher-training programmes in the Teachers' Training College.

Observations made on trainees at work during the tryout have shown that reaction to the Phonology Section of the course has generally been favourable, in that

1. all the 17 Singapore trainees felt that they had a thorough examination of the English phonemes;
2. they had ample opportunity to practise producing American English sounds, listening to the sounds pronounced by native speakers of the language, and discriminating sounds and intonation patterns i.e. the segmentals and suprasegmentals;
3. they had opportunity to record, listen to the playback and self-check their individual performances with the confirmation on tape as well as the Answer Keys provided;
4. they felt that the features of self-paced, self-instructional and active responding had been helpful in this particular section of the course; and
5. the Singapore Supplement (Workbook I - 5A) has been favourably received by the trainees as it bears direct relevance to local situation.

On the basis of these observations, we feel that there is a possibility for this particular portion of TEP to be modified for use in the general teacher-training programmes in Singapore.

It should be pointed out, however, that we are fully aware that the Teachers' Training College is running adequate Speech Training Courses with fully qualified staff for teachers undergoing various kinds of training; and that we do not at any moment suggest that the TEP phonology section should replace the existing courses in the Teachers' Training College or indeed at any of the institutions of higher learning.

What we have in mind is the possibility of using a modified version of the TEP phonology section to supplement or perhaps enrich the existing programmes. It can also be used as an alternate source for those who wish to go into greater details in their study of phonology.

As for the Classroom Teaching section, which forms a major part of TEP, we do not feel that we should make recommendations for use in the training programmes for the following reasons:

1. Whereas in TEP the Oral Approach is emphasised throughout the Classroom Teaching section, we feel that the techniques used in conducting the oral drills have been too repetitious and unvaried.
2. The drills are conducted in the absence of situational context, an important factor in language learning.
3. The simulated classroom situation of four students to

one teacher is far from the realities of actual classroom situations anywhere in the world.

4. There is nothing in the whole programme to indicate to the trainees how to transfer the skills of teaching an easily manageable class of four well-behaved students to the uneasy task of managing a class of 44 pupils, all of whom are bubbling with energy and clamouring for lively activities!
5. On the other hand, we feel that the Oral Approach, emphasised both in TEP and in the TTC courses, is best suited for our local conditions if the eclectic method of Structural-Situational Teaching is used.

The other major section of TEP, that of GRAMMAR, is even less likely to be of use in the teaching programmes in Singapore. We are of the view that transformational grammar is far from gaining acceptance here, and its effectiveness in helping language teachers to be better equipped for their job has yet to be proved. Throughout the two completed phases of the tryout, trainees on the whole reacted adversely to the content of this section. We share some of the views of these trainees that

(a) the approach has been unnecessarily technical with far too many complicated rules to be of practical use for trainee-teachers; and

(b) it will be helpful if TEP includes under 'Grammar' a section on how to grade teaching materials based on structural or sentence patterns for systematic and effective teaching.

General Comments on TEP

1. TEP in its present form is not finalised. The TEP research supervisor and his assistants here are compiling a voluminous compendium of corrections to indicate where typographical errors and inaccuracies occur and where minor and major revisions ought to be made.

2. Whilst we realise that the essential features of self-paced, self-instructional and active responding in TEP can be effective in a section like Phonology, we also observe with uneasy feelings some instances where the technique of programmed learning fails to produce the desired effect, viz.:

   (a) Two trainees in phase A and phase B demonstrated that they could ignore entirely the directions in the programmed material and yet get through the course with scores no less favourable than those who followed the instructions in full.

   (b) Although the trainees spent a considerable amount of time in practising the correct intonation patterns of pitch, stress and juncture, many of them retain their old speech habits in spite of their TEP training.

(c) The pronunciation of the final "s" as /s/ or /z/ and the final "d" as /t/ or /d/ takes up quite a few exercises in the Phonology section and also in the Grammar section. But many of the trainees who had gone through TEP are still unable to give the correct rendering of the final "s" and "d" with confidence.

3. We find that many of the TEP trained teachers in Singapore are not trying out the techniques they have learnt as they feel that TEP is only an experiment at this stage.
4. If TEP is going to be reckoned as a teaching qualification, we feel that there must be some form of evaluation at the end of the course.
5. We are of the view that there should be supervision of practical classroom teaching incorporated into TEP.

On this note, we conclude our report but we hope that its substance will be of help to you in your deliberations over the next two days of the Seminar.

REPORT ON THE TEACHER EDUCATION PROGRAM (TEP)

by

Suksan Suksomboon

Research Counterpart from Thailand

English is considered an essential subject in the educational system of Thailand. Therefore, we put English courses in the curriculum from the upper primary school level up to the university level. We teach English in every type of school. In view of this fact, we must ask whether or not there is a need for additional TESL training courses in my country. The answer is Yes, because the teacher-students who are going to teach English as a second language in any type of school have to be properly trained first. That means they have to major in English taking courses in the English Language, Introduction to Linguistics, and Methodology at the different levels of their studies. The higher the level of their study, the greater the detail of the subjects. I can say that we do have initial training of prospective English language teachers in our colleges, universities and graduate schools. But actually there are a lot of teachers who have not majored in English and have poor qualifications as teachers of English teaching in our schools now, because we are facing a shortage of well trained English teachers. Many of those teachers lack either the knowledge of their subject or the techniques of teaching, or in some cases both. Therefore the Ministry of Education has had to set up in-service courses for experienced teachers in order to improve their proficiency in English and then techniques of teaching. This type of in-service training is given every year at different times for teachers of different level schools. However, at present this training cannot be offered to all of the teachers in the numerous schools all over the country because of their great number. The Ministry of Education has tried to find ways of extending this program to all.

So you may ask, "Who has the most urgent need for additional TESL training?" I would say those who need it most are all the English teachers, who haven't majored in English and are lacking either in the knowledge of their subject or in the techniques of teaching or both, in every type of school all over the country. Next, are the teacher-students being trained at all educational institutions such as teachers training schools or colleges and universities. They have to be properly trained before they go out to teach. Generally, we do train these teacher-students in order to have efficient teachers teaching in schools. All the Teacher Training Schools, Colleges and Universities are supported by the government. Again you might want to know how many of our teachers need the training. According to the Advance Report School and Teacher Census 1965 made by the National Statistical Office, Office of The Prime Minister and the Educational Planning Office, Ministry of Education, there were 166,262 teachers throughout the whole country. Only 4.9% of this number have bachelor's or higher degrees. About 71.9% of these qualified teachers teach in the teachers training schools and colleges. So through this information, I would say that over one thousand teachers need this training and over one hundred teachers will be able to take the training in the next few years.

With regard to the subjects that will meet the needs of additional TESL training, I think that the following are all necessary and important for teachers who are going to teach English, they are:-

1. Teaching methodology (Oral Approach)
2. English phonology (phonemic transcription)
3. English grammar (descriptive and transformational)
4. Language testing
5. Audio-visual aids

I should say these subjects will meet the needs because the effective teachers must have good knowledge of their subject, that means they must have fluency in the English language and also the new effective teaching methodology. Besides these they need to know about teaching aids, especially audio-visual aids, which can help make the teachers more efficient in their work. These subjects cannot be neglected. We will not know how successfully the teachers teach unless we have tests and see the result of the tests. Therefore the teachers also need to know how to prepare valid tests and when to use them. However, it would be more useful and helpful if the teachers have a good background of educational psychology.

At this point, let us consider the Teacher Education Program (TEP) the tryout which I have been working with here in Singapore. As we know, the Teacher Education Program is a course for training teachers of English as a second language. It basically consists of a set of programmed textbooks and audio-tapes and sound movie films for extensive use. If we read through the content of the texts, we'll find that it also consists of five necessary parts of teaching English as a second language; those are: Methodology, Phonology, Grammar, Language testing and Audio-visual aids. Now I would like to give my opinion on each part of the content as to whether or not it can meet the needs of the English teacher in Thailand.

Considering the methodology section, theoretically, it will really meet the need of techniques in teaching English as a second language. It describes how to teach pronunciation, grammar, reading and writing step by step following the aural-oral approach method. I've found that the texts don't need any modification at all. The explanation is sufficiently detailed. But practically it will be quite difficult to follow because of the situation of the classroom. The classroom situation for which the films have been prepared is very different from the Thai classroom situation. There are only 4-5 students in the classroom demonstrated in the films, but the average Thai classroom has many more pupils in it. There are over forty students in each classroom in my country. In this case, I think that it will be almost impossible to follow the techniques. I don't think we can use these techniques successfully in the large classroom. In fact, the techniques recommend us to divide the class into small groups or consider each group as a unit, but there is no illustration of this division in the films. It will be of great help if there is one.

The phonology section consists of lessons on segmental and suprasegmental phonemes which cover all the English sounds, stress, pitch and juncture. It has complete subject matter. It is really useful although the suprasegmental is rather difficult for us as foreign students. However, for the Thai learners, this section still needs certain extra sequences. Specific problems should be emphasized and given additional treatment. For example most of the Thai people who learn English have difficulties in pronouncing the following sounds: /ey/, /ɪ/, /u/, /θ/, /ð/, /š/, /ž/, /ǰ/, /z/, /g/, /v/, and all clusters. Particular study of these sounds should be given more emphasis in order to make this section optimally suited.

For the grammar section, there are descriptive and transformational parts. Descriptive grammar is really practical. It is a great help in learning English. But transformational grammar is rather difficult for people who learn English as a second language. There are not many teachers who are familiar with this way of learning grammar. They are used to learning by the traditional method. To a certain extent it still can be useful in helping the teachers to understand the structure of English language better. It can also help the teachers to explain different English patterns to the students. I should say that this part needs to be revised and made easier for those who have been taught in the traditional way. I do agree that the content of the grammar section covers all the necessary patterns of the English language. However, I have found that the explanations are quite confusing and complicated because of the formulas. The explanation and the exercises for me do not quite go along. Sometimes I don't understand the explanation but I can do the exercises because of the examples.

Testing and Audio-visual aids are also important and necess ary for teaching English as a second language. As I understand it, testing is able to tell the potential or the weaknesses of teaching and learning. It can also evaluate the degree of success a student has had in a formal learning experience. Audio-visual aids are the teaching aids that can help the teachers to teach more effectively. Therefore the teachers should know about these two subjects. The TEP textbooks contain only the general theory of them. They do not have any practical exercises which are very necessary. When the teachers know only the theory but they cannot do as they have been told to, it would be useless. They should have a chance to practice after they have gone through the theory. For example, the trainees should have the chance to practice writing the different types of test and also they should have the chance to practice using and producing those teaching aids. So that when they go to teach in schools, they will be able to do these themselves. I would say that the practical exercises should be modified in these two sections.

If we consider the practicality of TEP, I agree that most of the TEP can be run in a language laboratory, perhaps even with a tape recorder, except for the methodology section. Because most of the lessons and exercises are recorded on the audio-tape, but the methodology section has quite a lot of sound movie films. In this case, I should say that TEP could be used in my country too; because language lanoratories and tape recorders are already available in many institutions now in Thailand, for example, in the seven universities, twenty teachers' training colleges and some of the secondary schools. Maintenance will be a major problem only in some places where there is no technician. But in all the places where we set up language laboratories in Thailand now, we have technicians or other suitable personnel available, especially in Bangkok. At every teachers' training college out of Bangkok, we also have instructors who have been very well trained in audio-visual aids. These instructors can take care of the machine. The major problem that I will worry about is the spare parts. If something happens to the machine, how can we get them? It will be very hard to get the parts in Thailand. I will take quite a long time in case we have to order from abroad. The company should provide this service.

Thinking about the educator and other authorities concerned with TEP, it is very hard for me to answer the question about their resistance to TEP on either the content or the programmed features, because different persons might have different ideas. By the way I remember that I had a chance to see one of the authorities in the Ministry of Education before I came here. He gave me some ideas about TEP and told me to study whether it would be useful for our country or not. The only one thing he was worried about was the cost of the program. To me as a representative, I would like to express my personal opinion that I don't expect to see any resistance at all. Since I have been working on this program, I have found that TEP is really helpful and useful for training teachers who teach or will teach English as a second language in Thailand. Teachers can be trained by the native speakers even if the trainers are not live teachers.

If TEP is approved by the authorities, I think that there is another point to consider "Will the trainees be able to apply the techniques they have learned or not?" As I have mentioned above, the content of TEP contains all necessary parts in teaching English as a second language. It has been quite well organized. The trainees should be able to apply the techniques in their teaching after they have been trained. I don't mean they have to follow the techniques exactly, but they should be able to adapt or apply what they have learned to their teaching, not only the techniques but also the phonology, grammar, testing and audio-visual aids. In order to apply the method taught in TEP, trainees in my country might find the following difficulties:-

1. Conflicts with the syllabuses:

   Teachers who teach English as a second language at any level and at any school in Thailand must follow the same syllabus which is organized by the Ministry of Education. They adhere very strictly to the syllabuses especially in the upper primary and secondary schools. Teachers have to go step by step through the subject matter indicated in the syllabus. Otherwise the students will fail in their examination, because the examination is prepared by the Ministry of Education and it follows the same curriculum for every school. I don't think they can cover all the subject matter if they use the aural-oral approach techniques. In secondary schools, teachers have to teach different features of English separately: pronunciation, grammar, reading, composition, dictation and translation. They do not teach the combination of these at a time. But there is more freedom in the teachers training schools, colleges and universities. Teachers do not have to be preparing the students for outside examination, the institution makes its own examination. They do not teach different aspects of English separately but they can combine whatever is suitable.

2. The resistance of the local principal:

There are a few principals who believe in the traditional way of teaching. They will not allow the teachers to use the new techniques in their teaching. If this is the case, it will be very hard for the trainees to apply their experience. I would recommend that a special conference be organized to show them the TEP and convince them of the necessity of the new techniques. Another step that would have to be taken is to have a new syllabus made to fit the TEP method.

In conclusion I would like to express my feeling that I shall be very pleased if TEP will be able to be run in Thailand soon.

REPORT ON THE TEACHER EDUCATION PROGRAM (TEP)

by

Hoang Diem

Research Counterpart from Vietnam

The English language has been spreading out all over the world since the end of World War II at such a tremendous speed that the shortage of qualified teachers is a big problem for many countries, especially for developing ones. In answer to this problem, ELS has devised a new set of teaching machines aiming at training new English teachers without the help of live teachers.

The introduction of these machines has given rise to controversies and objections, especially among the sceptical people who do not have any slight idea relating to the machines and to their ingeniously and carefully programmed instruction. These people take for granted that machines can never replace live teachers, especially in teaching prospective teachers. Therefore they conclude hastily that this is a queer invention of machine-minded American people, and they refuse to consider the problem any further.

Of course there is no panacea for easy learning of foreign languages, especially for learning methods of teaching a foreign language.

After 2 months carrying out the research into the TEP, I am very glad to admit that this is a very promising program to provide qualified English teachers, even if some refinements cannot be made. Let us have a closer look at the different levels that need additional classes:

1. Initial training of prospective teachers in colleges and universities.
2. In-service courses for experienced (?) teachers.
3. Special Language Schools, The Military Language School in Saigon, the Vietnamese American schools throughout South Vietnam, The V. N. Military Academy, The Air Force Language School, The Navy Language School.

For the first step, I would recommend that one TEP class be installed at Saigon University and one at Hue University, because most of our teachers are trained at these two universities.

Later on, other centres which employ many teachers can install a TEP laboratory if they can afford to, for example, the Military Language School and the Vietnamese American Association.

The reason I want to promote the use of TEP laboratories is that it has many advantages indispensable to the training of prospective teachers you cannot have with a regular class:

1. Thanks to the ingenious programming, each trainee can practice teaching for each lesson. Not only can she observe each scene as many times as she likes, but she can also practice teaching with the students on the screen.
2. She can work at her own speed, reviewing each chapter as many times as she likes.

Some people think that you cannot ask questions but this is not a major problem here because most questions have their answers in the TEP materials thanks to the fact that the program has been carefully devised in order to avoid possible questions.

The efficiency of the program as it is now

Even though the classroom presented in the program is the most ideal one and therefore too different from the actual over-crowded classroom, TEP can benefit many prospective teachers and many experienced teachers.

All the basic principles of teaching English as a second language are clearly explained in it. These principles are based on the latest linguistic notions, therefore they can be applied anywhere, and under any circumstance with some local adjustments to meet the local conditions and cultures. Let us have a closer look at the TEP.

Workbook I deals with phonology. The mechanism of sound articulation has been clearly and ingeniously presented. No live teachers can explain it as well as the films do. However, I would like to have some sequences added.

1. The teacher imitates the voice of an American speaking French with his English accent, and vice versa in order to show that English is guttural and French is nasal (in, on). This point is very important because we have a funny true story about the use of English with foreign accent. An Australian English teacher at the Faculty of Letters

in Saigon confessed that when he attended a lecture given by a famous visiting psychologist in Sydney, he could understand only two sentences:

"Good Evening, Ladies and Gentlemen"

"Good Night, Ladies and Gentlemen".

2. Compare the pronunciation of English final consonant sounds with the native ones. (oral examples)

As an experience of my many years of teaching, I find that many a teacher feels embarrassed by the pronunciation of the final morphemes "s" and "d".

For this purpose, I would like to introduce the two charts which will help the teachers mastering the pronunciation of these morphemes.

Workbook II, the first part deals with the descriptive grammar.

The second part introduces Trnasformational Grammar. Even though transformational grammar is a more scientific and more judicious approach to modern English structure, it has not been either universally accepted or practised. Therefore I would like to suggest that this part of transformational grammar be postponed until the new concept of using teaching machines to train prospective teachers is accepted by old school pedagogues. It is a fact that people are so used to their way of thinking that they reject automatically all new ideas and conceptions. Galileo was excommunicated because of his discovery, afortiori we cannot expect people to accept without reluctance the new idea of using teaching machines, especially in the field of forming prospective teachers.

In Workbook III, the TEP demonstrates the importance of applied linguistics in teaching languages, so it must greatly benefit the prospective teachers who have no linguistics background.

Workbook IV deals with methodology and treats classroom teaching problems. I would like to bring to your attention my objection to the different steps of teaching writing here. As English spelling is very difficult for foreigners as well as for native speakers, I would like to recommend the following modification:

Steps taken by TEP	Steps recommended
1st Step - Simple Dictation	1st Step - Copying a model
2nd Step - Cued Dictation	2nd Step - Completing a model

3rd Step - Copying a model	3rd Step - Simple dictation
4th Step - Completing a model	4th Step - Cued dictation

No change for the 5th, 6th, 7th steps.

In order to avoid the cost of reshooting, we can reshuffle the different scenes, and have a new sequence for this part without any extra shooting cost.

Another remark I have made is that the classroom is very stern in TEP films. For such a small class, the teacher can keep the attention of the students but I doubt that she can do so in an over-crowded class held in an ill-ventilated and oven-type classroom. I have the impression that the teachers in TEP films act like automatons. It is important that the teacher enlivens her teaching in order to keep the attention of the students who have to work in the poorest conditions: 60 to 70 students squeezed into a small room covered by corrugated iron sheets that can reach 200°F under the tropical sun. If the teacher does not know how to get along with her students, her teaching cannot be very effective whatever the technique she may use.

Befriend the students, grant your student a friendly smile when he makes a mistake, then offer him a correct model to repeat and praise him briefly "good" when he has imitated your model correctly; the student smiles back at you and he will remember the correct model.

Workbook V deals with General Teaching Technique, study guides and special teaching skills.

I do recognize that the basic principles of teaching have been very clearly demonstrated in TEP and the teacher can make "some adjustments" to meet the local conditions.

However, between the knowledge of the steam engine and making a railway train the gap is too big. Therefore, it is important that some more concrete examples be given and a few sequences of teaching over-crowded classes be presented in TEP films. Then the trainees may have opportunities to practice teaching in poor conditions. I would like to raise these points for any new attempts to be made in this direction:

1. How much progress do we expect the students can make in poor conditions of learning?
2. How many hours can a teacher teach in an oven-type classroom?
3. What technique must we use to attract the attention of all the students studying under the most adverse conditions?

4. Can the teacher repeat the models as frequently as recommended by the TEP or should she use more chaining repetition drills in order not to be exhausted? "He who wants to go far manages his cart" says the proverb.
5. Can ELS produce English tapes in bigger quantities to lower their costs and to have a broader use of them?

ELS has produced very good tapes for the Intensive Course in English, English for Today, English 900, but these tapes are not used anywhere in Vietnam but at a few laboratories. Teachers who want to buy them cannot find them anywhere in Vietnam. Properly used, the tapes can bring many advantages:

a) The students can hear English read by native speakers.

b) The teacher does not have to make too frequent and exhausting repetitions.

Now I want to speak of the specific situation of teaching English in Vietnam.

In Vietnam we neither teach English in elementary schools nor use English as a medium of communication in schools and colleges. However, English is taught in High Schools, Universities and in many private or semi-private English schools. Some attempts have been made to urge the university students to learn English more intensively in order to understand American professors, especially in the domain of science and medicine. We would like to take this opportunity to present to Dr. A. Aller .yce our thanks for her dedication to promoting the use of English in Universities and to helping the teaching of English in High Schools by providing materials, IVS teachers, and in-service training courses.

The number of students and office workers attending English classes has increased very rapidly and the shortage of qualified teachers is very acute too. We must confess that a great number of our teachers are improvised ones; they become teachers because they speak English more or less fluently. Some of them teach English because they want to learn English. These teachers are called "one-lesson ahead teachers". Therefore TEP laboratories will certainly benefit our teachers a great deal even in its present stage of experiment. It will introduce the indispensable basic principles of teaching English to our improvised teachers in in-service courses. Besides the use of TEP laboratories for the regular formation of qualified teachers, we can show the films on a regular screen for in-service courses.

The teachers can discuss the usefulness of the lesson given by each film, its application and the necessary adjustments after each film show.

In devising some extra materials for teaching English in Vietnam, I would recommend that a Vietnamese teacher knowing and speaking the three main Vietnamese dialects and having a good background in linguistics be appointed to collaborate with ELS. I would be very glad to do my best to produce some extra materials to fit the teaching of English into the Vietnamese cultural background, if I were asked to cooperate with ELS for this purpose.

The last but not least point is that when we learn a language, we also have to learn its culture. Therefore I would like to bring to your attention that ELS should present the true picture of American life by writing many stories relating to the real American culture. Most foreigners, including those who live in countries where English is an official language, have a very distorted picture of America through movies and newspapers. On the movie screens they see crimes, bank robberies, in the newspapers they read about racial problems, and crimes.

In fact many visitors have been very impressed by American culture. For example, when I was in Washington D.C., while I took a trip to an American farm with my Vietnamese friends, I saw a lot of strawberry baskets on the roadside without any seller. We stopped our car, picked up a few baskets, looked at their prices, put the money in a "paper" box and drove away. How sweet it is to live in a country where thievery is unknown!

A friend of mine who got his Ph. D in engineering in Paris went to Stanford University for training. He was very proud of his knowledge. He was assigned to work with a group of American engineers. He was rather sceptical about the talent of the taciturn American counterparts. A few days later he realized that he was working with a group of American scientists who had been awarded Nobel prizes.

Then he told me that the most interesting thing he learned from the United States was modesty.

The many voluntary nurses and social workers spend their week-ends in hospitals and orphanages deserve well the attention of foreigners.

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PART II

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POSSIBLE USE OF TEP AT RELC AND IN SEAMEC MEMBER COUNTRIES

The discussion leader, Dr Jacobs, made the following introductory remarks:

To start discussion of this part of the agenda, probably it would be helpful to step back some distance from the detailed consideration of TEP part by part and view with broader perspective the general questions we are trying to answer in this seminar.

The situation is this: At the conclusion of the experimental trial of TEP at RELC the Center will have available some US$18,000 worth of specialized equipment and materials which ought to be put to some constructive use. Extensive data on the usability of the teaching system these materials and equipment were designed to implement have been reported and analyzed. Permission to alter, to reproduce, or to manufacture any part or all of the course can be obtained without difficulty. The question is, given this situational background, how can this resource be used most effectively in the programs of the Center and in the programs of the member countries?

It should be kept in mind that TEP was created primarily to deal with situations where there are dire shortages of English language teachers and inadequate professional resources for training the teachers who are needed. Thus, it was designed to do something reasonably effective where nothing is being done - not with the

primary intent of improving or fitting nicely into successfully operating teacher training programs.
To the extent that situations such as this exist in SEAMEC countries (i.e., classroom needs are not being met because there are inadequate teacher training programs and lack of professional teacher trainers) TEP can and probably would be used as it is if cost problems can be solved. In situations where teacher training programs are operating successfully and are keeping up with needs, questions about utilization of the program take a somewhat different form; namely, (1) how can the program or parts of the program be fitted into what is being done to supplement and improve instruction; or (2) could TEP with appropriate modification be used to replace any particular program with no loss of effectiveness and perhaps at less cost or in less time, or both?

In answering the first of these questions, attention should be given to technique and approach as well as to TEP per se. That is to say, could some of the programming techniques or integrated multi-media approaches incorporated in TEP be used effectively to supplement, improve or replace parts, or perhaps all, of existing programs? One of the purposes in locating the TEP trial at RELC was to provide direct exposure to some of the newer educational technology on the part of language educators throughout the region. The calibre of the papers prepared by the professionals who have participated as counterparts in the experiment shows strikingly that this exposure has stimulated critical thinking and has

created new insights into the process of instruction. Even though it may prove that TEP in its present form limited usefulness in existing programs, the trial may well spark creative work in applying the approaches and techniques employed in TEP to the solution of other instructional problems.
Actually, further use of TEP as a means of teaching new programming techniques could shape up as an important recommendation.

As we turn now to the specific questions prepared as a guide to the discussion, let me suggest that we focus on development of general suggestions and guidelines for further work with TEP, leaving the specific details of implementation to the Center staff. First of all, in view of the data which have been reported by Dr Horst and his counterparts, what are your suggestions as to how TEP might now fit into the RELC programs? And what additional experimentation identified in the reports as necessary to improve the effectiveness of TEP can and should be carried out by the Center?

1. Discussion on Possible Use of TEP at RELC

The RELC Specialist in Methodology suggested that there were two valuable applications of TEP at the RELC:

(i) a condensed 20-hour version could be an optional or elective course in order that an increasing number of TESL teachers could become familiar with the approach to instruction represented by the self-instructional TEP course as well as with the modern TESL techniques taught in TEP

(ii) the condensed 20-hour version could also be used as a feature in an elective course on programmed instruction.

It was observed that TEP could be utilized in RELC courses in such manner as deemed appropriate by RELC staff.

Suggestions were made on uses of some or all of the consoles outside of RELC. One possibility was to circulate one console among the member countries. Possible reasons for circulating TEP equipment were as follows:

(i) if the interest of member countries in TEP was to be sustained, member countries should acquire first-hand knowledge of TEP

(ii) the presence of TEP equipment in other SEAMEC countries would provide the opportunity to find out how other teachers react. Decisions on what should or should not be done could then be made.

Reasons for retaining the TEP equipment at RELC were as follows:

(i) if TEP in its present form is not suitable there is no point in circulating the equipment

(ii) personnel at RELC are available to conduct further experimentation and research to meet the needs of member countries

(iii) the set of films forms the major part of TEP in terms of cost. Since there is only one set of films there will be practical difficulties in splitting up the set of three consoles.

Dr Schwarz suggested consideration of the most effective utilization of TEP as part of the RELC program. He gave as one possibility bringing in specialist course members who would work on the development of a better version of the phonology section as part of an active learning experience. The specialists would both learn and produce at the Center in a program consistent with the RELC goal of an innovative approach to education.

The representative from the Philippines suggested that to ensure success of a major research project such as being contemplated, it was necessary not to depend on course-members whose main concern is their own instruction and will therefore consider material production as merely a part of their course; rather, stable financing of the project and choice of highly qualified writers of the desired instructional materials should be the primary consideration. She proposed two projects: a minor project involving minor revisions where course members can be used, and a major project involving major revisions such as that for methodology.

There was unanimous agreement that RELC should be authorized to carry out a major research project which would result in a tangible product of both staff and course members. Details of this project could be left to RELC.

It was agreed that RELC should carry out additional research, possibly in the following areas:

(i) reworking of the phonology section; production of two versions of the phonology section, one with American pronunciation, the other with British pronunciation.

(ii) reworking of other parts not requiring the use of film.

2. Discussion on Possible Use of TEP in Member Countries

As it was anticipated that there would be major revisions in the methodology section, the Head of the Singapore ETV Service, Mr. Lian Fook Shin, was invited to brief the Seminar on production cost of films in local areas.

The consultant mentioned three methods of film production, viz:

1. Using video tape masters, with film copies to be processed in Japan.
2. Using 8mm film (most economical for a single copy - ¼ the cost of a 16 mm master copy but poor in reproduction qualities).
3. Using 16mm for master copies, reprinting on 8mm for subsequent copies (method best suited for the RELC needs, taking everything into consideration).

He pointed out that production quality of 8 mm film from 16 mm master copy is excellent and he recommended this method.

He gave the estimated cost for making a 16 mm master copy (excluding script preparation) as:

(a) US $500 for a 10 minute master copy
(A 20 minute film would cost about 1.75 times as much).

(b) Subsequent prints from master copy (10 minutes) would be approximately US $20.00 per copy.

The cost of a set of TEP master films would be roughly US $80,000. Subsequent production copies would be about US $3,000 per set.

The Research Supervisor then pointed out that the cost estimate was close to the estimated cost for Panacolor films which ELS intends to produce in the near future.

In answer to Dr. Jacobs' question as to whether a local company might be willing to absorb the production costs in order to market the copies, Mr. Lian said that this was a possibility. Dr. Jacobs also mentioned the possibility of inviting WERA to come to Singapore to undertake the production work since WERA has already indicated an intention to reshoot the films.

During the discussion the ETV Consultant offered the services of the TTC video-tape and closed circuit TV system for experimental work prior to shooting master film copy. This would represent a major contribution to the RELC research effort, and might reduce filming costs.

The representatives from all the SEAMEC member countries said that member countries would not be in a position to implement TEP without financial assistance. Dr. Jacobs suggested that specific proposals for country use would have to be submitted to RELC if outside assistance were to be sought. He suggested that the representatives from all the member countries consult the appropriate authorities in their respective countries and work out proposals for local investigation. The proposals should be specific as to the planned use of TEP, and financial or other support needed.

The representative from the Philippines mentioned that she would be in a better position to draw up a proposal if TEP could first be tried out in her country.

The question of installation and maintenance was dealt with next, with Dr. Horst explaining to the Philippine representative that the equipment could easily be assembled and set up by persons with mechanical aptitude. The Lao representative pointed out that maintenance could be a problem in her country. The Singapore representative envisaged no difficulties in installation or maintenance, as TEP would only be considered as an integral part of the existing language laboratory programme.

The order of priority in the task to be carried out at RELC was considered next. It was noted that Dr. Horst would remain in the Centre through June 1969, and it was suggested that with his experience with TEP, plans should be considered to utilize his services in the revision of TEP.

3. RECOMMENDATIONS

The Seminar made the following recommendations:

1. The RELC staff should prepare a proposal describing long range RELC plans for major revisions of TEP. The methodology and grammar sections were specifically mentioned as areas for this type of revision. The proposal should be submitted to the RELC Coordinating Committee for approval. A specific problem to which TEP is being applied would have to be identified and the details of TEP utilization would have to be spelled out, indicating equipment and staff requirements.

2. The RELC staff should begin revisions on the TEP phonology section based on available references on phonological descriptions of languages of member countries and such other information on predictable pronunciation difficulties as may be provided by research counterparts and available course members. Drafts of the revisions are to be submitted to member countries for comments.

3. Member countries interested in utilizing TEP should prepare proposals for its use including external assistance required and submit them to RELC.

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PART III

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1. SUGGESTED AREAS FOR INCLUSION IN THE REPORT ON TEP BY RESEARCH COUNTERPARTS

To: TEP Research Counterparts of SEAMEC Countries

From: D.P. Horst
TEP Research Supervisor

Subject:

Suggested Areas for Inclusion in the Report on TEP by Research Counterparts.

Afternoon Session
First Day (31 October 1968)

On the first day of the Seminar on TEP, each counterpart will be asked to present a report that will help to determine whether TEP would be useful in his country. (Madam Inthavong is requested to act as counterpart from Laos.) I suggest that the report should take the form of answering the following questions as specifically as possible.

I. Where, if at all, is there a need for additional TESL training courses in your country? Include:

A. At what level are additional courses needed?

1. For initial training of prospective teachers in College, University or other beginning level courses?

2. For in-service (refresher) courses for experienced teachers?
3. For higher degree courses (graduate school)?

B. Please indicate exactly who needs additional TESL training.

For example:

1. Teachers in specific regions of the country. (Which regions?)
2. Teachers in special types of schools. (What types? Primary schools? Technical schools? Schools of certain language streams? Other groups? Be specific.)
3. Teachers being trained at certain educational institutions? (Which institutions? All government supported Teacher Training Colleges? A particular private university? Be specific.)

C. How many teachers need this training? How many would take it in the next few years, assuming some training course were available?

II. Are the following subjects the ones that will meet the needs you have indicated under Question I?

A. Teaching methodology (Oral Approach)

B. English phonology (phonemic transcription)

C. English grammar (descriptive and transformational)

D. Language testing

E. Audio-visual aids

What other subjects should be covered?

III. Questions I and II are not concerned with TEP. Now, please consider whether TEP could meet the needs you have indicated under I and II. Specifically, consider each of the following sections of TEP as a separate unit:

Methodology
Phonology
Grammar
Testing
Audio-visual aids

Try to answer the following questions separately for each section:

A. Will the section as it now stands be useful in meeting any of the needs you have described under I and II? Exactly which needs?

B. Are there modifications that must be made before the section could be used? What modifications, and for which possible uses? Give specific examples.

C. What modifications would be needed to make the section optimally suited to your needs? Which needs, and why? Should a completely different approach to teaching the topic be used? What approach?

IV. Practical considerations

A. Except for Methodology, most of TEP could be run in a language laboratory, perhaps even with a tape recorder. Are language laboratories or tape recorders already available in the institutions or areas of the country that you named under Question I?

B. Maintenance could be a major problem. Are there language laboratory technicians or other suitable personnel available where TEP might be used?

C. Do you anticipate resistance on the part of educators or other authorities to either the content of TEP (be specific) or the programmed (teaching machine) features of TEP?

D. Would TEP trainees be able to apply the techniques they have learned?
Would there be difficulties in applying the methods taught in TEP because of conflicts with syllabuses, resistance from local principals, etc.?

Answers to the above questions should be written in a very concise form, rather than as a general discussion. You are encouraged to add a discussion at the end of the report to include any comments you wish to make on any points not covered in your answers to the questions. It is suggested that considerations of cost be deferred to Day 2 reports by Coordinating Committee members, since cost data will not be available to the member countries before the first session of the seminar.

It would be most helpful if you could bring thirty copies of your report with you to the Seminar.

2. SUGGESTED GUIDELINES FOR DISCUSSION ON THE SECOND DAY, 1 NOV. 1968

Morning Session

Use of TEP at the RELC after December 1968.

- Discussion and Recommendations.

I. Use of TEP materials now at the RELC.

   A. Should the consoles remain at the RELC?

   B. Who should use them? Course members? Teachers?

   C. What forms of TEP should be offered? Complete? Short version?

   D. Should supplementary lectures or discussion sessions be added?

   E. How should TEP be scheduled? (How many hours per day?)

   F. How will maintenance be handled? Major items are:

      1. Technician - monitor at RELC
      2. Major repairs (Facilities somewhere in Singapore)
      3. Replacement costs: parts, films, tapes, text books
      4. Consumable materials: worksheets, summary notes

II. Additional research and development.

   Consider section by section of TEP

A. What must be done to further improve or evaluate each section?

B. By whom should the work be done and at what cost?

Sections of TEP are:

1. Phonology: segmental and suprasegmental phonemes
2. Grammar: descriptive & transformational
3. Teaching methodology
4. Testing & audio-visual aids
5. Supplementary readings

III. Use of consoles for courses other than TEP.

If new materials are desired, who should prepare them?

Afternoon Session

Use of TEP in member countries.

Recommendations, and requests for support from RELC or elsewhere.

I. Reports from member countries indicating:

- A. Use of TEP
  1. Whether country wishes to use TEP in its present form.
  2. Whether country wishes to use parts of TEP in their present form. Which parts?

3. Whether country wishes to use all or parts of TEP with modifications. What modifications? Who will make these modifications?

4. Whether steps are necessary before a decision can be made on 1, 2, and 3.

B. If member country wishes to make use of TEP, what support is needed from the RELC or elsewhere?

Examples:

1. Installation of equipment
2. Training for monitors
3. Development of maintenance programme
4. Reproduction of consumable supplies

C. Proposed implementation procedures.

II. Summary of reports, and preparation of recommendations concerning support functions to be undertaken by the RELC and other institutions.

3. WELCOMING ADDRESS

by

Mrs Tai Yu-lin

Director of the SEAMEC Regional English Language Centre

Ladies and Gentlemen:

It is my privilege to have this opportunity to speak to you on behalf of the Regional English Language Centre which is convening this Regional Seminar on the Teacher Education Program Tryout sponsored by the SEAMES and conducted at the Regional Centre in Singapore. I extend a very warm welcome to the distinguished delegates from the seven SEAMEC countries comprising the Coordinating Committee members for the Regional English Language Centre and senior educators representing their Ministries of Education and research staff members in the Teacher Education Program Tryouts from Indonesia, Laos, Malaysia, the Philippines, Singapore, Thailand and Vietnam. I would also like to welcome the Consultants and Observers from the American Institutes for Research, co-sponsor of SEAMES in this research project, USAID, the Singapore Educational Television Service, the British Council and the United States Embassy. Their presence here is as warmly appreciated by the Regional Centre as it will be by the other participants of the Seminar. With the collective experience that is present in this room, the Seminar promises to provide both perspective and stimulation.

TEP, as we all know, is a new and experimental approach to training English teachers and the 12-month tryout at the Regional English Language Centre marks the first time that any such programme has been tried in Southeast Asia. The purposes of the tryouts are to identify problems that may occur when TEP is used in SEAMEC countries, to adapt the course to local conditions where possible, and to provide data on the effectiveness and cost of the course.

This is the first ever conducted regional seminar on the subject and is held at a time nearing the end of the 12-month tryout in order to review results obtained so far and to enable SEAMEC countries to determine the use of TEP after the tryout either at the Regional English Language Centre or for specific teacher-training programmes in SEAMEC countries.

This Seminar may be considered as the culmination of months of serious examination and evaluation of the TEP materials. But your deliberations may well prove it to be as much a threshold, a turning point, as it is a culmination. Arising out of the discussions, important recommendations will be made on the utilization of TEP either in its present form or in a modified form, as a course or enrichment programme in teacher-training institutions of our region. If it is decided that TEP materials, modified or unmodified, have a place in existing training programmes, the Seminar will have to identify those crucial areas where technical and financial assistance may be required.

No doubt, in arriving at decisions to adopt TEP in any form, careful consideration will also be given to other pertinent matters such as our present school and teacher training structures and organisation, the syllabuses being used in schools and in teacher-training institutions and the objectives of present courses, present situation of instructional materials and current methods of instruction and evaluation procedures in order that our recommendations may anticipate minimal conflict with established systems.

That the TEP tryouts have been successfully implemented without any serious hitch is entirely due to the whole-hearted support and full cooperation that has been so readily forthcoming from the Ministries of Education of the SEAMEC countries. The tryouts have been given optimum regional participation. All seven countries enthusiastically participated in the tryouts by sending research counterparts and trainees. The research counterparts monitor the experiment, collect data on the effectiveness of the TEP course, and make modifications to course materials where necessary. The trainees not only complete the course but are also responsible for identfying problems in the TEP materials and bring them to the attention of the research staff. While on this subject I must express, on behalf of the Centre, my profound gratitude to the Singapore Ministry of Education for its most gracious gesture in providing the required space and excellent facilities, two research counterparts for the entire 12-month tryout, seventeen experienced teachers specially selected and entirely released from school duties to undergo the TEP course, each for periods of ten to twelve weeks, and the generous support given throughout the tryout by Ministry officials and school principals in making available the types of trainees required and in facilitating evaluation of the tryouts. The TEP research project, like other activities at the Regional English Language Centre, is a hallmark of active regional co-operation in the vital sphere of education in order to achieve common objectives of rapid social and economic development in our part of the world. It has been my privilege to be closely associated with this project.

May I now, on behalf of the Centre, wish your deliberations during the 3-day Seminar great success.

4. REMARKS ON THE TEACHER EDUCATION PROGRAM

by

Paul Schwarz

Director of Asia/Pacific Office

American Institutes for Research

Madame Chairman, Ladies and Gentlemen:

I should like first to add my voice to that of the RELC Director in expressing our gratitude to the Ministry of Education in Singapore and to the responsible officials of the Member Countries for the superb support the TEP project here has been given. As you may know, this is one of six locations around the world at which TEP experiments have been or are being undertaken, and I can say in all sincerity that nowhere has the project enjoyed better facilities or more capable staff or more sympathetic attention to all needs than here at the RELC. And this has in no small way contributed to the truly amazing rate of progress that has been made toward the research objectives that seemed far off indeed only ten months ago.

My remarks this morning will try, in a modest way, to put this progress into perspective as it pertains to your forthcoming deliberations.

First, I think we must remember that TEP was initially developed not as a novelty and not as a pedagogical curiosity, but as a potential solution to hard practical problems. It grew out of the fact that millions of people throughout the developing world who have legitimate needs for acquiring English proficiency are unable to obtain suitable training because there simply are not enough teachers of English to go around, and because the production of the additional teachers needed by the traditional methods of teacher training has been impossible within the limits of available manpower and financial resources. To make this impossible task possible was the purpose of TEP, and it is on the extent to which TEP can solve problems not solvable by other available means that you should evaluate the effectiveness of the program.

To help you in this assessment, a variety of experimental data will be presented. These data, you will see, are clearly relevant; but, again, it will be necessary to interpret them in perspective. Because TEP is a novel teaching approach we have insisted on an unusually vigorous evaluation - an evaluation far more rigorous than that to which the "accepted" textbooks and methods have been subjected. And so, many of the specific deficiencies of TEP that these data reveal may in fact be deficiencies that are inherent also in the traditional methods, and that would show up in our normal practices if we were to evaluate them as systematically as RELC has tried to evaluate TEP.

Thus, my first point is that the evaluation of TEP you will be making will necessarily depend as much on your professional judgement, if indeed not more, as on the data that have been assembled. Please keep in mind the criterion of solving practical problems better than they are now being met - not of producing a teaching panacea - that was the objective of TEP; and please remember also that the evaluative data far exceed the normal assessment of educational practices, and make appropriate mental adjustments.

Secondly, I hope that your deliberations will go beyond the use of the TEP materials, to include also the implications of the experiment itself for the future operation of the Regional Centre. Just carrying out this research was surely beneficial to the individuals involved, and this type of activity should be mentioned as a corner stone of the RELC's training mission. I have two specific suggestions.

The first is that one of the most difficult problems that had to be faced in this project was the perennial question of how to evaluate the performance of a teacher, so as to measure the level of teaching competence that he has attained. There are to date nowhere in the world objective measures of teaching effectiveness that are widely accepted, and developing more satisfactory assessment techniques remains an important need. Some beginnings on new assessment procedures have been made during the course of the research - notably the development of a comprehensive SKILLS INVENTORY - and these beginnings should be continued. Could not RELC take the lead in developing standards and measures acceptable throughout the region? This would seem to be an exciting idea.

The second suggestion is to continue the development of instructional materials of the TEP type as part of the RELC training program. There is probably no better way of teaching TESL approaches and problems to future TESL specialists than to have them try to reduce such material to the form of an auto-instructional program. The discipline of having to prepare an instructional sequence that in fact teaches effectively all by itself is a powerful pedagogical device. And having RELC trainees go through this exercise - whether the results are ever used or not - would surely sharpen their skills in important areas not normally learned in University courses; and therefore represent unique RELC contribution. And, if some of the materials prepared by the trainees and the Centre Staff would in fact turn out to be useful for application in the region - which is not at all unlikely - this would make the effort even more worthwhile.

Now, I am sure we are all eager to hear of the results of the past ten months of experimentation. So, with thanks to all of you for inviting me to participate, I shall sit back to listen and learn.

5. CONCLUDING ADDRESS

by

Yap Hong Kuan

Chairman of the Seminar

The Director RELC, Hon. Delegates, Ladies and Gentlemen:

After a successful discussion for three days, it is now time for me to add the finishing touches to this Regional Seminar on the TEP Tryouts.

I must first say that I am greatly honoured to have been given the opportunity to chair a Seminar on a subject in which I was conscious of my limitations. Therefore I would like to express my deep appreciation for the guidance given by the Director of RELC and the assistance given by Dr. R. Jacobs and Dr. D. Horst in leading the discussions on the second day.

You will no doubt agree that we have come to the crossroads, where the use of TEP at the RELC is concerned, and that it is only through such a Seminar that a final evaluation could be made. Arising out of this situation, the Reports presented by the Research Counterparts of the SEAMEC member countries were both stimulating and revealing. Consequently, we had frank discussions on the many important aspects of TEP, which reflect the requirements and the common problems in individual member countries and thus help us to identify the areas where assistance from RELC would be needed. This would invariably mean placing further pressure on the RELC Staff especially, to the effect of flogging Dr Horst to the bone during the last six months of his stay here. The honourable delegates too did not escape too lightly for they have also to tackle and convince the Ministry officials concerned in putting up specific proposals on the use of TEP in their countries. This is indeed a healthy sign for the future for it displays at the same time the spirit of co-operation among the member countries with the RELC in modifying the ise of TEP in accordance with the needs of individual member countries.

No closing address can be complete without mentioning the friendly atmosphere in the exchange of views. Whatever political differences there may be, we are all one in spirit and we know and we feel that the spirit of understanding and goodwill is never as strong as that existing among us and I feel happy to mention that my duty as Chairman was made more pleasant because of this. For this, I thank you for your co-operation and patienc in bearing with me throughout this Seminar.

Lastly I would like to take this opportunity to thank the Director of the RELC for providing an efficient organising Committee from among her own staff and I also single out the hardworking Secretariat for thanks in the preparation of this Seminar Report.

Thank you.

6. TIME-TABLE

Place of Meeting: SEAMEC Regional English Language Centre,
104 Watten Estate,
Singapore, 11.

Time-Table

First Day - Thursday, 31 October

9.00 - 12.30 p.m. Registration and distribution of documents

Preliminary Session

Plenary Session I

(Refreshments: 9.40 - 10.00 a.m.)

12.30 - 1.30 p.m. Lunch

1.30 - 5.00 p.m. Plenary Session II

(Coffee break: 3.00 - 3.30 p.m.)

Second Day - Friday, 1 November

9.00 - 12.30 p.m. Plenary Session III

(Coffee break: 10.30 - 10.45 a.m.)

12.30 - 1.30 p.m. Lunch

1.30 - 5.00 p.m. Plenary Session IV

(Coffee break: 3.00 - 3.30 p.m.)

Third Day - Saturday, 2 November

Free morning

2.00 - 5.00 p.m. Plenary Session V

Conclusion

(Coffee break: 3.15 - 3.30 p.m.)

7. PROVISIONAL PROGRAMME

31 October

Morning

Presentation of findings by Dr Donald P. Horst

a) Summary of Tryouts

b) Revisions made at the RELC

c) Revisions ELS is planning

d) Results of Testing

e) Cost estimates

Questions and discussions

Afternoon

Presentation of reports by research counterparts

Discussion of tryout results and reports

Examination of TEP equipment and/or parts of the TEP programme where desired

1 November

Morning

Discussion and preparation of guidelines for the use of TEP at the Regional English Language Centre

Afternoon

Discussion and preparation of

a) guidelines for the use of TEP in member countries

b) recommendations concerning support functions of RELC and other institutions

2 November

Morning Free

Afternoon Adoption of Recommendations

8. LIST OF PARTICIPANTS

1. Delegations from SEAMEC Member Countries

Indonesia

Dr Samsuri,
Dean,
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Institute of Education for English,
Malang.

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Laos

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Mrs Thonglouy Inthavong,
Teacher,
College of Education,
Vientiane.

Malaysia

Mr Yap Hong Kuan (Chairman),
Chief Organiser (Secondary Schools),
Ministry of Education,
Federal House,
Kuala Lumpur.

Enche Abdul Halim bin Haji Abdullah,
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Mr Suksan Suksomboon,
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Vietnam

Mr Hoang Diem,
Lecturer,
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2. Consultants

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Dr Paul A. Schwarz,
c/o Office of Regional Development
Affairs,
U. S. Embassy,
Bangkok.

Mr Lian Fook Shin,
Head, ETV Services,
c/o Teachers' Training College,
Paterson Road,
Singapore.

3. Observers

Mr Don Meyers,
American Embassy,
Hill Street,
Singapore.

Mr Trevor Rutter,
Representative,
British Council,
1A Orchard Road,
Singapore.

Dr Agnes Allerdyce,
USAID,
Vietnam.

4. SEAMEC Regional English Language Centre Staff

Mrs Tai Yu-lin,
Director.

Dr Donald P. Horst,
TEP Research Supervisor.

Mr Raymond K. Tongue,
Specialist in Methodology.

Mr J.H. Faulhaber,
Development Officer.

5. Secretariat

Miss Yolanda Celine Beh,
Librarian and Head of
Information Centre,
SEAMEC Regional English
Language Centre,
Singapore.

Mr N. de Souza,
Registrar and Bursar,
SEAMEC Regional English
Language Centre,
Singapore.

Mrs Chew Foong Yee,
Secretary,
SEAMEC Regional English
Language Centre,
Singapore.

9. SEAMEC REGIONAL ENGLISH LANGUAGE CENTRE

ORGANISING COMMITTEE

Mr Norman de Souza (Chairman)	Registrar and Bursar
Mrs Chew Foong Yee	Secretary
Mr Lim Poh Cheng	Language Laboratory Assistant
Mr Thomas Lian	Clerk/Typist
Mr Ng Keng Chuan	Clerk/Typist
Miss Gladys Chua	Clerk/Typist
Miss Heng Eulian	Clerk/Typist

B. COMMUNIQUE

The Regional Seminar on the Teacher Education Program (TEP) Tryout at the Regional English Language Centre of the Southeast Asian Ministers of Education Council (SEAMEC) was held at the Regional Centre in Singapore from 31 October to 2 November 1968. It was attended by delegates from Indonesia, Laos, Malaysia, the Philippines, Singapore, Thailand and Vietnam as well as consultants and observers from Singapore, United Kingdom, United States and Vietnam. Elected chairman and rapporteur of the seminar were the delegates from Malaysia and the Philippines respectively.

TEP is an experimental self-instructional course for training teachers of English as a second language. It makes use of films, tapes and programmed texts to replace conventional lecture classes.

The purpose of the seminar was to evaluate the three-phase tryout of the Teacher Education Program, which started in February 1968. The seminar discussed the reports presented by the TEP Research Supervisor at the Regional English Language Centre and seven other members of the research staff, one from each SEAMEC member country. During the seminar recommendations were made on possible revisions of the TEP material and its use at the Regional English Language Centre and in member countries.